



Burley Primary School Policy for Religious Education

1. Aims and objectives

At Burley Primary School, Religious education supports children in developing their own coherent patterns of values and principles, supports their spiritual, moral, social and cultural development. It enables children to investigate and reflect on some of the most fundamental questions asked by people.

We support the children to develop a sound knowledge of Christianity and of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. It is important that children progressively develop the ability to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development.

We help the children learn from religions as well as about religions. The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences
- develop knowledge and understanding of Christianity and other major world religions and value systems
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society

2. The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. We request that, where possible, the parents provide something suitable from their own religion for the child to work on during the withdrawn sessions. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

3. Teaching and learning style

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the LEA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Through using 'The Key Concepts' model in RE it enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their views and values in relation to the themes and topics studied in the RE curriculum, this includes through the Philosophy for Children approach.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking. Children carry out research into religious topics. They study the Key Concepts through particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.

4. Curriculum planning in religious education

We plan our religious education curriculum in accordance with the LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in two phases (long term and medium term). The long term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. Our medium term plans give details of each unit of work for each term. As we have mixed age classes, we carry out the medium term planning on a two year rotation cycle. By so doing, we ensure the children have complete coverage of the Agreed Syllabus.

When planning, consideration is given to children with Special Educational Needs, Gifted and Talented and vulnerable children to ensure they have equality of access and provision where possible

5. Foundation Stage

We teach religious education to all children in the school, including those in the reception class. In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate

the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

6. Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society, developing their knowledge and understanding of the cultural context of their own lives.

7. Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. We make a summary judgement about the progress of each child, for setting new goals, and for passing information on to the next teacher and parents at the end of the year.

8. Resources

We have resources in our school to be able to teach our religious education teaching units. We also make use of the Hampshire County Resource Centre.

9. Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education.

Date for next review: December 2017