

Religious Education Policy



Policy Approved: *February 2013*

Policy reviewed and updated:

Date of next review: *February 2016*

Stoke Holy Cross Primary School

Religious Education Policy

Mission Statement

Religious Education equips children for the opportunities, responsibilities and experiences of life. It helps them to explore and understand one of the most important and influential areas of human experience by developing an understanding of beliefs, values and traditions, their influence on individuals, communities, societies and cultures, and of how religion can enhance the lives of those who embrace it.

Aims

As a result of our religious education we want to develop:

- children who are aware of their own identities and their relationship with others, and who can reflect on their own beliefs and attitudes;
- children who are aware of their social and moral behaviour and have a positive attitude towards other people's right to hold beliefs different to their own, and towards living in a society of diverse religions;
- children who can reflect on human experiences and relationships as a preliminary to understanding religion, and who are aware of how religious teachings relate to them;
- children who can consider questions of meaning and purpose in life;
- children's confidence and security in their own family traditions, religious or secular;
- opportunities for spiritual, moral, social and cultural development for all children.

By following Norfolk's Agreed Syllabus for Religious Education we want to help children discover what religion is by:

- acquiring knowledge and developing understanding of Christianity and the other principal religions represented in the United Kingdom (knowing that the religious traditions of the United Kingdom are in the main Christian though other principal religions are represented);
- recognising the distinctive features of religious traditions and gaining an understanding of religious concepts and symbolism;

- developing the ability to consider and reflect on religious and moral issues in order to make informed choices in the context of a growing knowledge of the teachings of the principal religions represented in the United Kingdom.

Planning

Our teaching is based on the statutory requirements for Religious Education in schools.

The school has schemes of work through Foundation Stage, Key Stage 1 and Key Stage 2 which ensure continuity and progression. These were originally based on the Norfolk Agreed Syllabus for Religious Education 2005 and are currently being updated to comply with the 2012 Norfolk Agreed Syllabus.

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy, to which reference should be made.

Children will be “Learning about Religion” and “Learning from Religion” through:-

1. investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. questioning; developing curiosity about life, relationships and the natural world.
3. empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others.
4. reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others.
5. relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar.
6. expression; the ability to identify and explain feelings and aspects of religion.

Religious Education and discussions based on many central themes occur constantly during school life and this is reflected in teaching and learning situations.

Curricular links to other areas, specifically Language, Humanities and PSHE, are recognised and developed.

Pupils are given increasing opportunities to apply and develop their Information Technology capability in the study of religious education.

Access

Children of all abilities can benefit from the study of Religious Education. Where children have special educational needs these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the Subject Leader, SENCO or other agencies.

Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Adults in our school are entitled to support from:

- whole school planning;
- colleagues;
- INSET within school and from outside agencies and by the provision of support materials and resources when possible.

Parents wishing to withdraw their children from religious education or the devotional part of the morning assembly are invited to discuss the matter with the headteacher.

Resources

Reference can be made to the attached list of resources, and to appropriate books and boxed sets of artefacts in the library.

A collection of cross referenced audio and visual materials is available.

Local guests are involved in assemblies and there are close links with the local church and its children's clubs.

Assessment, Recording and Reporting

There is an agreed whole school policy to which reference should be made and which recognises the importance of Religious Education in school.

The Agreed Syllabus sets out Attainment Targets for Religious Education and gives level Descriptions by which pupils' progress is assessed.

Review

This policy will be reviewed as part of the general curriculum review programme listed in the School Development and Improvement Plan.

Collective Worship

Please see separate Collective Worship policy.

Organisation

Monday	Singing assembly	9.00 - 9.30 am
Tuesday	Class assembly/collective worship	
Wednesday	Lower School Assembly Upper School Assembly OR Community Assembly (Whole school/parents)	9.00 – 9.30 am 9.10 - 9.30am
Thursday	School Assembly	9.00 - 9.30 am
Friday	Church Assembly	9.00 - 9.30 am.