

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. We follow the Norfolk Syllabus 2012.

The school uses the Discovery RE scheme of work through Foundation Stage, Key Stage 1 and Key Stage 2 which ensures continuity and progression.

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.

Spiritual, moral, social and cultural development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area, in particular local churches.

The promotion of fundamental 'British Values'

RE provides opportunities to promote the fundamental 'British Values' of democracy, the rule of law, individual liberty and mutual respect.

Equal Opportunities – Learning Together

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

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 Head Teacher.

Resources

Reference can be made to appropriate books and boxed sets of artefacts in the library and KS2 resource cupboard.

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

We have also had other guests visiting the school such as members of the Jewish community, who delivered workshops to each key stage about the Jewish religion.

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 (although levels no longer exist, these give guidance for assessment of progress).

The Discovery RE scheme of work gives suggested resources for assessment at the end of each area.

Parents are informed of progress through the annual report. This shows whether children are working towards/working at/working above the Stoke age related expectations.

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.