

Parrett and Axe CE VA Primary School

Religious Education (R.E.) Policy

Legal Status

Parrett and Axe is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Headteacher have decided, following advice from the diocese, to use the Dorset Agreed Syllabus RE Search: Asking the Big Questions.

1 Aims

In Religious Education at Parrett and Axe School we aim that pupils might:-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and consider how the world's religions have responded to them
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non religious, and the values of the school community

2 Teaching and learning style

2.1 We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum.

2.2 Our teaching and learning styles in R.E. enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

2.3 They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

2.4 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- using teaching assistants to support the work of individuals or groups of children.

3 Curriculum planning in religious education

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

3.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The R.E. subject leader devises this plan in collaboration with teaching colleagues in each year group.

3.3 Our medium-term plans give details of each unit of work for each term. The R.E. subject leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle.

3.4 Our short terms plans are completed by the class teachers. These weekly plans give details of how the lessons are to be delivered. The class teacher keeps these plans, and may discuss them with the subject leader on an informal or formal basis.

3.5 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.

4 Contribution of R.E. to the teaching in other curriculum areas at Key Stages One and Two

4.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

4.2 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health

education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multicultural society.

4.3 Spiritual, moral, social and cultural development

Through 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. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

4.4 R.E. and ICT

Information and communication technology enhances religious education. The children may select and analyse information, using the Internet and CD-ROMs. They may use ICT to review, modify and evaluate their work, and to improve its presentation. A digital video camera may be used to record a visit to a place of worship.

5 R.E. and inclusion

At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

6 Assessment for learning

Children demonstrate their ability in R.E. through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might take part in hot-seating and other drama based activities. Children are encouraged to make judgements about how they might improve their work in the future. Teachers complete a termly written assessment based on Learning about Religion (AT1) and verbal assessment based on Learning from Religion (AT2).

7 Resources

A bank of artefacts and other resources is kept in school. The school makes use of grants from the Bishop Wordsworth Trust and the Sarum Saint Michael Educational Charity to ensure that all resources are regularly reviewed and updated.

8 Monitoring and review

The R.E. Co-ordinator is responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, for providing a strategic lead and direction for R.E. in the school and for carrying out the task of reviewing samples of children's work.

9 The right of withdrawal from RE

At Parrett and Axe School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Parrett and Axe School.

This policy will be reviewed annually.