



Policy Statement

For

RE

Approved by Governing Body

Date Nov 2011

Review Nov 2014

Signed *P. Hines* Chair of Governors

LITTLE MELTON PRIMARY SCHOOL

Religious Education (RE) Policy

1. Introduction

Little Melton Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education (RE) for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum. We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. We teach Religious Education according to the aims of the QCA document and the Agreed syllabus for RE in Norfolk 2005, which clearly states that Religious Education should not attempt to alter a child's own beliefs but to provide knowledge of their own and others' beliefs.

2. Aims and Objectives

The aims of Religious Education are drawn from the County Agreed Syllabus and the QCA document for RE and should help pupils to:

1. acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
2. develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures.
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of principal religions represented in Great Britain.
4. enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience;
 - reflecting on their own beliefs, values and experiences in light of their study.
5. develop respect for other people's right to hold different beliefs.
6. develop a positive attitude towards living in a society of diverse religions.

3. Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning. We acknowledge that children learn in a variety of ways e.g. linguistic,

logical/mathematical, visual/spatial and kinaesthetic. We focus on ways of monitoring the children and building on their skills, knowledge and understanding of the RE curriculum. There is a good community link with the local Church. We also make regular visits to the church e.g. Christmas Carol Service, Christingle and have religious visitors to the school for Harvest Festival and Easter.

4. Foundation Stage

We teach RE in our Foundation Stage as an integral part of the topics covered. We relate the RE aspects of the objectives set out in the EYFS.

5. Planning/Subject Coverage/Timetabling

The Religious Education curriculum will be based on two Attainments Targets:

Attainment Target 1 - Learning about Religions

Attainment Target 2 - Learning from Religion

The Religious Education curriculum will provide opportunities for children to develop the following skills and attitudes:

Skills:

Investigation, Empathy, Synthesis, Interpretation, Evaluation, Application, Reflection, Analysis and Expression.

Attitudes:

Commitment, Fairness, Respect, Self-understanding and Enquiry.

Material chosen will be drawn from six major religions, namely: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism according to the appropriate Key Stage. There will be no specific allocation for each tradition since factors such as topic focus and the pupil's home background will influence the choice of illustrative examples. In line with the County Agreed Syllabus the teaching of religions will reflect the fact that the religious traditions in Great Britain are in the main Christian.

6. Use of ICT

The interactive whiteboard is used as much as possible within RE. Access to the internet, Espresso and video materials enables RE to be interesting as well as very informative.

7. Special Needs Provision

Children with special needs are well catered for with individual learning plans. Please also refer to the school's SEN Policy.

8. Gifted and Talented

Gifted and talented children are identified in all areas and Key Stages. Please refer to the school's Gifted and Talented policy.

9. Cross-Curricular Links

RE is incorporated into the integrated curriculum where possible.

Children will have the opportunity to respond to material in a variety of ways. This may be through:

Poems, stories, reports on visits, art work, design technology, music, drama, maths work, discussions, displays and through their own behaviour.

10. Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.

11. Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

12. Marking/Assessment

At present assessment is done by teacher observations and at the end of each Key Stage. Pupils are encouraged to make personal responses these will be informally assessed by the teacher. It is not anticipated that teachers will report on all aspects of the two Attainment Targets at any one time, but will be selective, commenting on the range of statements of attainment throughout the Key Stages. At the end of each Key Stage there are statements that can be used to judge the extent to which pupils' attainment relates to expected levels. Progress in RE is reported annually on the pupils reports.

13. Resources

A variety of resources will be used when appropriate, namely:

Books, artefacts, posters and videos.
Slides and people from local faith traditions.
The Interactive Whiteboard and internet.

14. Monitoring and Review

An annual subject audit is completed in all subjects.

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

15. Withdrawal from Religious Education

Parents may withdraw their child from Religious Education lessons provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at our school.