

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

At High Littleton Church of England Primary School our Christian values are based on the teachings of Jesus Christ. These values are embedded in the daily life of the school and have a significant impact on the spiritual, moral, social and cultural development of all members of the school community.

These Values are:

- Appreciation
- Peace
- Respect
- Faith
- Endurance
- Hope
- Trust
- Friendship
- Courage
- Compassion
- Tolerance
- Equality

Rationale

The value of Religious Education is that it:

- allows pupils to engage in a personal search for meaning, reflecting on the purpose of existing;
- engages in dialogue with living religions and with pupils' own beliefs and experiences;
- makes a significant contribution to the total education experience of every pupil – their personal, social, moral, cultural and spiritual development;
- is concerned with ways in which human beings can express their understanding and experiences of life;

- relates directly to contemporary and global issues;
- respects the lifestyles of individual pupils;
- promotes the use of a range of skills, such as investigation, empathy, evaluation and self-understanding.

These will be achieved by the study of the implicit and explicit aspects of religion and beliefs, which are the basis of the two strands of the Bath and North East Somerset (BANES) Syllabus “Awareness, Mystery and Value.”

The Legal Requirement0

Legally, RE is a statutory part of the basic curriculum and, although not nationally prescribed, it must be taught in accordance with the Local Authority’s Agreed Syllabus – in our case **Awareness, Mystery and Value**. The Education Act (1996) requires that among things, Re should be provided for all pupils in full-time education (except for those withdrawn at the request of their parents.) s352 (1) (a) ; and an agreed syllabus should “reflect the fact that the religions traditions in Great Britain are in the main Christian, while taking into account of the teaching and practices of the other principal religions represented in Great Britain.” [375 (3)

Aims

Religious Education as taught in our school aims to:

- Develop an understanding of the influences of beliefs, values and tradition on individuals, communities, societies and cultures.
- Develop knowledge and understanding of Christianity and the other principal religions represented in Britain.
- Develop an understanding of the nature of commitment e.g. to a faith or belief system and how it effects personal lifestyle and choices.
- Develop pupils’ own beliefs, values and attitudes and begin to develop an understanding of the belief’s attitudes and values of others.
- Provide an opportunity for reflection.
- Communicate pupils’ feelings through a variety of forms of expression e.g. drama, art, music, language.
- Provide opportunities for pupils to engage with wonder at the natural world, human endeavour and creativity.
- Provide opportunities to explore emotions and feelings pertaining to life and death, to mystery, the unexplained and the spiritual.
- Begin to challenge and combat prejudice by developing positive attitudes and an appreciation of the diversity and complexity of society and wider world to which they belong.

- Develop lively and enquiring minds together with a positive wish to learn, to question and to argue rationally and respectfully.
- Develop skills and attitudes for Religious Education and apply these in other areas too, such as observation, information collection, interpretation, application, evaluation and analysis.

The right to withdraw from RE

Parents have the right in law to withdraw their child/children from RE. However, before such a decision is reached, the individuals would be encouraged to raise and discuss their concerns with the Headteacher. Pupils can be withdrawn from specific areas and return at a later date: the head and class teacher would need to be informed in writing of any such decision.

When pupils are withdrawn, the class teacher will need to set appropriate work and this will be carried out in another class/area. Teaching and support staff also has the right to withdraw and if this were to arise, they would need to place their concerns in writing to the Headteacher.

Content

R.E. is normally taught as a discrete classroom lesson, except at the Foundation Stage where it is taught through the learning areas “Knowledge & Understanding of the World”. Some aspects will also be covered in Collective Worship, although this will complement the work that is being undertaken and not replace it.

Our Scheme of Work shows continuity and progression through the key stages. Topics outlined in the document, Awareness, Mystery and Value will be undertaken over a two yearly planning cycle for each class. Where a topic is covered more than once within a key stage, it is expected that it will be studied in greater depth and detail, as the pupils mature and develop, their work and understanding will be more sophisticated.

Recommended Time allocation:

Key Stage 1 – 36 hours per year

Key Stage 2 – 45 hours per year.

In Key Stage 1 Christianity and Judaism will be studied

In Key Stage 2 in addition to subjects already covered in Key Stage 1, Elements of the other main religions such as Islam, Hinduism and Buddhism will also be studied.

Topics will be covered in “blocks” of work and timetabled according to the needs and plans of the individual class teacher.

Assessment, Record Keeping and Reporting

Assessment:

This is ongoing through AFL Observations, scrutiny of levelled work, informal discussion and monitoring.

Examples of children’s levelled work in line with national curriculum levels are collected annually from teachers and filed in the RE folder.

Resources

A selection of artefacts for the Buddhist, Hindu and Islamic faiths are kept in boxes in the RE Co-ordinators classroom; this currently being Class 4.

Conclusion

This policy addresses how best to teach children to meet the statutory requirements for the teaching of Religious Education and to fulfil the wider aims of the school in providing a broad, balanced and coherent curriculum. It relates to all other policy documents concerning the curriculum and should be read in conjunction with the school’s policies on Behaviour and Discipline, Equal Opportunities, Collective Worship, Racial Equality, Health and Safety, Special Educational Needs, Assessment and Recording and Curriculum Monitoring.

J. Bailey

Date agreed: September 2018

Review Date: September 2020