

## Religious Education (RE) Policy

### 1 Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Peter's Church of England Junior School we aim to develop the children's knowledge and understanding of the major world faiths, and we aim to address the fundamental spiritual questions. We enable children to develop a sound knowledge not only of Christianity but also of other world religions particularly Hinduism, Sikhism and Islam. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

**1.2** The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues;
- develop knowledge and understanding of Christianity and other major world religions.
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural diversity in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

### 2 The legal position of religious education

**2.1** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The act stipulates that religious education is compulsory for all children but allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The act also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. Our school RE curriculum is based on the Northamptonshire LEA's Agreed Syllabus and it meets all the requirements set out in that document. The Education Reform Act states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### 3 Teaching and learning style

**3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE 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 RE curriculum.

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**3.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

**3.3** We recognise the fact that all classes in our school have children of widely differing abilities, and so we try to provide suitable learning opportunities for all the children. We achieve this in a variety of ways, for example, by:

- setting common 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);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

## **4 Curriculum planning in religious education**

**4.1** We plan our religious education curriculum in accordance with the Northamptonshire LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

**4.2** Using the Northamptonshire Agreed Syllabus, children study the following programme during their time at St Peter's:

Year 3

Jesus

The Church

People who help us (School Designated Unit)

Year 4

Christianity in action

Islam

Signs and symbols (School Designated Unit)

Year 5

Hinduism

Worship In Christianity

Festivals and Celebrations (School Designated Unit)

Rules for living (School Designated Unit)

Year 6

Sikhism

The Bible

Personal and social Education (School Designated Unit)

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The recommendations of the LEA are followed and the approximate time allocation for each unit is:

### Years 3 and 4:

The Church	12 hours
Christianity in action	12 hours
Jesus	16 hours
Islam	20 hours
Two School Designated Units	7-12 hours

### Years 5 and 6

Worship In Christianity	20 hours
The Bible	20 hours
Hinduism	15 hours
Sikhism	15 hours
Two School Designated Units	7-12 hours

For a full description of the content of the units of work please refer to the Key Stage Two section of the Northamptonshire Agreed Syllabus

## 5.1 Spiritual, moral, social and cultural development

Through teaching 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 also enhance their social development by helping them to build a sense of identity and worth through the use of circle time discussions.

## 6.1 Teaching religious education to children with special educational needs

6.1 All children, whatever their ability, follow the Religious Education syllabus. Religious education forms part of the school 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 7 Assessment and recording

7.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation

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to the national curriculum levels of attainment. We use this as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

### **8 Resources**

**8.1** We have sufficient resources in our school to be able to teach all our religious education units. We keep resources for religious education in a central store where there is a box of artefacts related to the major world faiths, which we use to enrich the teaching. The school library also has a good supply of RE reference books and a set of bibles for the key.

### **9 Monitoring and review**

**9.1** The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. He is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

**Signed:**

**Date:**