



Goodrich Church of England Primary School

Religious Education Policy

Headteacher: Mrs. Karen Miles

Chair of Governors: Mr. Neil Crofts

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Policy review date: August 2019

RELIGIOUS EDUCATION POLICY- 2016

1. **THE IMPORTANCE OF RELIGIOUS EDUCATION**

Goodrich School believes that religious education has a vital part to play in the education of primary age children. Religious Education is the only subject in the school curriculum which is concerned with fundamental questions of meaning and purpose in life.

2. **PRINCIPLES**

- a. RE should be taught to all pupils -except for those withdrawn at the request of their parents.
- b. RE should be taught in accordance with the Herefordshire Agreed Syllabus for Religious Education 2015 – 2020.
- c. In order to meet the requirements of the syllabus approximately 36 hours per year of curriculum time is allowed for RE in Reception and KS1 and 45 hours per year in KS2. This is in addition to the time allocated for collective worship.
- d. As part of the curriculum RE should promote spiritual, moral, cultural, physical and mental development of pupils. It also has a role in the curriculum development of some aspects of PSHE.
- e. RE should reflect that the religious traditions in Great Britain are in the main Christian, whilst taking into account teachings and practices of other principal religions represented in Great Britain.
- f. RE must not be designed to convert or to urge a particular religion or religious belief on pupils.

(Education Act 1996 and the School Standards Framework Act 1998)

3. **THE MAIN AIMS OF RE ARE**

- a. To know about and understand a range of religions and worldviews.
- b. To express ideas and insights about the nature, significance and impact of religions and worldviews.
- c. To gain and deploy the skills needed to engage seriously with religions and worldviews.

4. **ATTAINMENT**

Children are assessed against the Learning Outcomes for each key question studied and the End of Key Stage Outcomes outlined in the Herefordshire Agreed Syllabus 2015-2020.

The three attainment targets in the Herefordshire Agreed Syllabus are:

1. Knowing about and understanding religions and worldviews
2. Expressing and communicating ideas related to religions and worldviews
3. Gaining and deploying the skills for studying religions and worldviews

5. **SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT**

- a. Pupil's spiritual development is encouraged through providing opportunities for pupil's to explore religious ideas and questions about living, reflecting on them themselves.
- b. They are encouraged to develop morally by considering religious codes of conduct and discussing moral values.
- c. They explore the social aspects of religion such as lifestyles, communities and festivals. We encourage pupils to listen to each other and respect people whose ideas and beliefs are different to our own.

- d. Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries. Our pupils are encouraged to appreciate the diversity and richness of other cultures by studying some of the principal religions of Great Britain.

6. RE, PSHE and CITIZENSHIP

- a. We recognise that work planned to meet the statutory RE objectives does, from time to time, provide opportunities for us to meet some of the non-statutory PSHE objectives.

7. CURRICULUM CONTENT

- a. RE is taught through a mixture of themes and religions. The school takes an annual approach to the key Christian festivals of Harvest, Christmas and Easter. Planning allows for a progressive broadening of knowledge through the school.
- b. **Reception** - Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
- c. **Key Stage One** - The syllabus covers units based on Christians and Muslims or Jewish people.
- d. **Key stage Two** - Christianity continues to be the main religion studied. In addition we study the required religions Muslims, Hindus and Jewish people.

8. PLANNING

- a. Our long term plans are based on the Key Questions from the Herefordshire Agreed Syllabus 2015-2020. A copy of the long term plans is kept in the RE file in Common Staff on the school computer network.
- b. Teachers use the long term plans and guidance in the Herefordshire Agreed Syllabus 2015-2020 to prepare their own medium term and short term plans.

9. ROLES

- a. The RE co-ordinator is responsible for:
 - i. Taking the whole school view of progression in the subject.
 - ii. Providing resources either from school or from the Library resources.
 - iii. Supporting non-specialist colleagues through informal advice and more formal in-service training.

10. ASSESSMENT

Children meet the key learning questions in an 'Emerging', 'Expected' or 'Exceeding' form. This enables teachers to track progress across a year group leading towards the end of key stage expectations at the end of Year 2 and Year 6.

- a. Assessment, in this as in other subjects, should seek to raise standards of achievement in the subject.
- b. Assessment should be:
 - i. Formative-helping pupils to know what they must do to improve.
 - ii. Diagnostic- indicating to teachers where pupil's strengths and weaknesses lie and what they need to do in order to help pupils improve.
 - iii. Evaluative- clarifying the effectiveness of teaching and learning programme.
 - iv. Summative- enabling information about progress to be communicated to pupils, parents and other teachers.

11. EQUAL OPPORTUNITIES

- a. We value the opinions, beliefs and practices of all, and handle with sensitivity minority groups and/or opinions. We help children to recognise that not all members of a particular religion will believe and practice the same things. We try to use resources reflecting a range of cultures and traditions.
- b. Whole school policy on special educational needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of religion through family practice. All pupil's beliefs and values, religious or otherwise are affirmed and valued.