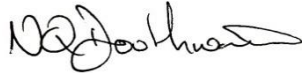




“I have come in order that you might have life – life in all its fullness.”
John 10:10

Religious Education Policy

Policy accepted by FGB on:	16/3/2016
Next review:	Spring 2019
Signed (Chair of Governors):	
Statutory policy: Yes/No	On school website: Yes/No

RELIGIOUS EDUCATION POLICY

1. Introduction

Religious Education (RE) involves the exploration of fundamental questions concerning human experience and spirituality, and the attribution of meaning to such experience within personal belief and religious tradition. RE enables pupils to grow in their spiritual development through reflection on their feelings and relationships. RE also enables pupils to develop knowledge and understanding of Christianity and other principal religions in the UK.

2. Aims

According to Nicola Sylvester (The National Society, 2011), RE is central to this understanding of the Church of England's mission in education. The aims of RE in church schools are as follows:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage, and influences the lives of millions of people today.
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of religious faith as the search for and expression of truth.
- To contribute to the development of pupils' own spiritual/philosophical convictions; exploring and enriching their own faith and beliefs.

The outcomes for pupils at the end of their education in church schools are that they are able to:

- think theologically and explore ultimate questions;
- reflect critically on the truth claims of Christian belief;
- respect those of all faiths in their search for God;
- reflect critically on areas of shared belief and practice between different faiths;
- enrich and expand their understanding of truth;
- reflect critically and express their views on the human quest and destiny.

3. Teaching and learning about Christianity

Understanding Christianity as a living religion is the foundation of pupils' RE in schools. Hence, Christianity constitutes the majority of study in RE in every church school.

At Christ Church our RE draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils

respect for different views and interpretations, and in which real dialogue and education takes place.

Pupils will be enabled to deepen their understanding of God as encountered and taught by Christians.

4. Teaching and learning about other faiths and world views

As a church school, Christ Church has a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

5. Resources and planning

RE will be funded within the school budget plan and will include resources for purchasing (artefacts, books, music, etc.), funding for visits, and INSET for staff.

RE books and materials are held centrally in the library area and resources room, and cover Christianity, Judaism, Hinduism and Islam.

Planning should reflect the need to address both of the above aims in an integrated manner and is based on the ***Somerset Agreed Syllabus for Religious Education*** enabling pupils to:

- (a) grow in their spiritual development through reflection on their feelings and relationships:
 - to explore some important questions of meaning and consider how the world's religions have responded to them;
 - think about their beliefs and values in the light of the beliefs and values of others, including religious traditions and the values of the school community;
 - develop skills and attitudes which will support our children in their personal, moral and social development.

- (b) develop knowledge and understanding of Christianity and other principal religions in the UK:
 - develop in their knowledge and understanding of Christianity, its impact in our local community and its impact on society today;
 - develop in their knowledge and understanding of the other principal religions in the UK.

6. High quality learning for all pupils

RE will be planned to engage children through a range of activities suitable for those of different ages, abilities and backgrounds. A variety of approaches will be used as appropriate, e.g. discussion, music, writing, drama, visual arts, artefacts, quiet reflection, photographs, visiting local places of worship and listening to/sharing with visitors from local faith groups. We will also use story, video and food to support our learning.

7. Breadth, balance and relevance

Work will be carefully planned to ensure balance between the implicit and explicit areas of RE. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

RE will be made relevant by starting with the pupils' own experience. Visits will be made to places of religious significance and visitors from the community invited into school.

8. Cross-curricular skills and themes

RE has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities, and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

RE can provide a structure within which pupils can explore concepts, values and attitudes both personally and within society.

9. Continuity and progression

In accordance with the ***Somerset Agreed Syllabus for Religious Education***, skills, knowledge, attitudes and key concepts, as defined in the implicit and explicit areas of RE, will be identified, consolidated and developed through the school's skills lists with the areas of learning.

The exploration of personal experience through reflection and enquiry will be fundamental to learning at Key Stage 1 and will be developed at Key Stage 2 as children develop a greater understanding of broader religious issues, beliefs and practices.

10. Assessment, recording and reporting

Opportunities for assessment are identified in the School's Scheme of Work and will be a continuing, integral part of learning. Pupil self-assessment will be planned for, particularly in those elements in RE concerning personal response. Assessment will be made against a clear set of criteria based on concept, attitude, skill and knowledge development, and the Statements of Attainment as laid out in the ***Somerset Agreed Syllabus for Religious Education***.

11. Role of the RE Subject Leader

The Subject Leader's role is a supportive one, as they may not be an expert in their area of the curriculum. The Subject Leader will:

- (a) monitor the quality of RE teaching and learning
- (b) monitor and evaluate the impact of RE on children's spiritual, moral, social and cultural (SMSC) development
- (c) monitor assessment and planning to ensure continuity and progression
- (d) with the Headteacher, carry out learning walks, classroom visits, lesson observations, work scrutiny and listen to pupil voice
- (e) organise/provide in-service training and report back on courses attended
- (f) and collate work for whole school portfolios of children's work to evidence RE work for each year group that is in line with "age related expectations" and "at greater depth".

12. Review

The quality, effectiveness and impact of the RE curriculum will be monitored and evaluated by the RE Subject Leader in discussion with the Headteacher, governors and other colleagues.

Resources, teaching methods and pupil needs should be identified and priorities for in-service training and support should be established.