



RE Policy

St Anne's Fulshaw C of E Primary School

RE Policy

Religious Education, as part of the basic curriculum, should be provided for all pupils in full-time education, including those in Reception classes, except for pupils withdrawn by parental request.

The Agreed Syllabus for Cheshire implements the requirements of the Education Reform Act 1988, in that a school curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The content of the syllabus reflects "the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."

St Anne's Fulshaw C of E Primary School is a Church of England Controlled Primary School. Although many parents declare verbally to have C of E affiliation, the proportion of our children who have regular active involvement as members of the Christian Church is in keeping with the national average.

Aims:

Through the teaching of RE at St Anne's Fulshaw, we aim to help children to:

- ✓ formulate their own sense of purpose in life
- ✓ recognise the ways in which religions have given their adherents a sense of purpose and community
- ✓ understand the religious experience of others
- ✓ develop their own beliefs, values and ideals in the light of their experiences
- ✓ relate their beliefs, values and ideals to their actions and their relationships with others
- ✓ appreciate what is involved in both individual and corporate responsibility
- ✓ develop respect for other people, their beliefs and life styles
- ✓ experience a sense of awe and wonder
- ✓ understand religious behaviour and experience

Continuing Professional Development:

This will be provided as school based training or through courses run by the LA. The RE Subject Leader will discuss with colleagues their training needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings.

Implementation and Curriculum Organisation:

At St Anne's Fulshaw, we have chosen to study the following religions:

<i>Foundation Stage + Key Stage One:</i>	Christianity + Judaism
<i>Key Stage Two:</i>	Christianity + Judaism + Islam

Pupils may encounter elements of the beliefs, practices and values of other religions through the programme of study (i.e. festivals & celebrations, symbols).

Each class will study one RE unit every half term, based on the content overview in the Agreed Syllabus and organized to promote progression through our rolling curriculum programme.

The attainment targets set out in the Agreed Syllabus are intended to state clearly the distinctive process of learning in RE, and provide the basis for planning effective teaching at each key stage.

Attainment Target 1: Encountering Religion

This attainment target requires pupils to:

- ✓ engage in an open and sensitive exploration of religion
- ✓ acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain
- ✓ develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures

Attainment Target 2: Responding to Religion

This attainment target requires pupils to:

- ✓ develop the ability to make reasoned and informed judgements about religious and moral issues
- ✓ explore their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by:
 - developing awareness of the fundamental questions of life raised by human experience, and how religions seek to answer them
 - responding to such questions by relating religious beliefs, practices and values to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study
- ✓ develop respect for other people, their beliefs and life-styles

Progression:

The RE programme in Reception should encourage pupils' spiritual and moral development by:

- ✓ developing a respect for their own cultures and beliefs, and those of other people
- ✓ understanding that people have different needs, views, cultures and beliefs that need to be treated with respect
- ✓ understanding that there needs to be agreed values and codes of behaviour for groups of people
- ✓ pupils beginning to know about their own culture and beliefs and those of other people
- ✓ helping pupils to listen with enjoyment and respond to stories, songs and other music, themes and poems
- ✓ helping pupils to use their imagination in art and design, music, dance, imaginative and role play and stories
- ✓ helping pupils to express and communicate their ideas, thoughts, feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments

Ways of helping to develop their sensitivity to issues are by encouraging:

- ✓ self-esteem
- ✓ feeling of responsibility to self and others
- ✓ a sense of belonging

- ✓ caring for each other
- ✓ caring for the environment

The RE programme in Key Stage One should encourage pupils' spiritual and moral development by:

- ✓ building upon the pupils' own experiences to enhance their awareness of religion
- ✓ providing opportunities for hearing and reading stories from some of the principal religions
- ✓ introducing pupils to some of the ways in which people mark important events through festivals and celebrations
- ✓ exploring some important aspects of religion through artefacts
- ✓ helping pupils to find out about some places of special importance for believers
- ✓ helping pupils to learn about the lives of some important religious figures

Pupils should explore themes which help to develop their sensitivity to issues, such as:

- ✓ honesty
- ✓ truthfulness
- ✓ compassion
- ✓ courage
- ✓ respect for each other
- ✓ caring for each other
- ✓ caring for the environment
- ✓ choosing between right and wrong

The RE programme in Key Stage Two should encourage pupils' spiritual and moral development by:

- ✓ building upon pupils' experiences and the programme of study for RE at Key Stage One
- ✓ providing opportunities to learn about some of the main features of Christianity and two other principal religions
- ✓ exploring some of the features common to those religions
- ✓ introducing pupils to some of the ways in which religious belief is expressed i.e. literature, art, music, architecture
- ✓ helping pupils to explore some of the ways in which beliefs are expressed in practical actions
- ✓ providing opportunities for personal reflection and the development of personal beliefs and values

Pupils should explore themes which help to develop their sensitivity to issues, such as:

- ✓ family and community life
- ✓ personal responsibility
- ✓ concern for others
- ✓ environmental concerns
- ✓ friendship
- ✓ forgiveness
- ✓ tolerance
- ✓ social responsibility

Differentiation:

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing more rapidly should be encouraged to extend, deepen and broaden their RE experiences.

Assessment, Recording and Reporting:

Pupils' progress in RE is assessed during each major experience and unit of work, and reported to parents at the end of each academic year. Staff should keep annotated examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each Key Stage.

Equal Opportunities:

Staff will ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class. Parents have the right to withdraw their child from Religious Education. In these circumstances, we would encourage the parents to discuss their wishes with the Headteacher.

Pupils with Special Educational Needs:

All pupils, including those with any special educational needs, have an entitlement of full access to the religious education curriculum. This entitlement will need to take account of the physical, sensory, emotional and learning needs of individual pupils in ways, which acknowledge the value of their responses, contributions and achievements. A wide range of approaches to the two Attainment targets should be encouraged through any medium suited to the experience and ability of individual pupils. Evidence of pupil responses to the attainment targets and programmes of study may take a variety of forms including aural, oral, visual and written. Staff must take account of the requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in religious education and assessment activities.

Resources:

The school is committed to an ongoing programme of effective resource management, which is overseen by the RE Subject Leader. The Education Library Service has an excellent bank of resources which are available to staff. The RE Subject Leader keeps the list of these resources in school, and it is also available on the ELS website.

Monitoring, Evaluation and Review:

The RE Subject Leader, in consultation with the Headteacher and staff will present the next review and evaluation of this document to the Governors for discussion and agreement on its effectiveness.

Review March 2004

Review February 2006

Review September 2009

Review 24.04.12

January 2015