

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



RELIGIOUS EDUCATION POLICY

Member of staff responsible	Mrs Carol Dougill
Governor responsible	Rev David Bowers
Sub-Committee responsible	Performance & Standards
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Review Level	

Document Version Control

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1.1	June 15	New Policy

Siddington C of E and Kemble Primary School RE policy

Introduction:

RE is central to the purpose of both Siddington CE and Kemble Primary Schools. Because Siddington is a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

Ofsted 2013 RE: realising the potential wrote RE makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enhancing. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned arguments, and helps pupils to understand the place of religion and belief in the modern world".

This fits in with our schools ethos of ensuring that the children are well rounded individuals who strive to uphold our school values of respect, trust, courage, forgiveness, thankfulness and aspiration.

RE in Siddington CE and Kemble Primary Schools explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of these schools to preach to or seek to convert children. Values education permeates the RE curriculum at Siddington CE and Kemble Primary Schools.

Aims:

At these schools, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- understand how belief may impact on culture, relationships, values and lifestyle.
- understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- be supported in their own search for meaning and purpose in life.
- develop a sense of awe, wonder and mystery.
- explore concepts love, forgiveness and sacrifice.
- develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis

- develop attitudes of respect, sensitivity, open mindedness and self- esteem.

At Siddington CE and Kemble Primary Schools we adopt the Gloucestershire Agreed syllabus and follow the Discovery RE programme, which is supplemented in Siddington with additional material on Christianity from the Diocese. Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Siddington CE and Kemble Primary Schools we would ask parents to discuss with the Headteacher any reasons they might have for doing this. Together we will explore any concerns and discuss any impact that withdrawal might have on the child. Parents will be made aware of the learning objectives and what is covered in the RE curriculum.

Teaching and Learning

To aid our teaching we use Discovery RE as our scheme of work. This scheme of work for RE maintains a balance between the two attainment targets: Learning about Religions and Learning from Religions. It is an enquiry based approach to teaching which encourages children to ask and discuss the big questions. E.G. 'Does God want Christians to look after the World?' In order to answer this the children first need to know information about Christianity, how Christians understand God and the creation story. This knowledge is needed to offer a substantiated answer to the big enquiry question.

The enquiry based approach is based on the four steps:

Engagement, Investigation, Evaluation and Expression

These steps allow for an enquiry based learning experience that lends itself to independent work, small and whole group work and a wide range of exciting teaching and learning opportunities. Discovery RE embraces the need to challenge and extend children individually whilst encouraging the important skills of reflection and empathy.

By following Discovery RE at school we intend that Religious Education will:

Adopt an enquiry based approach, beginning with children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non- religious). In the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.

Promote pupils to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Nurture children's own spiritual development.

Using an enquiry based approach leads to the development of: children's critical thinking skills, an increased motivation to learn, their knowledge and understanding of and empathy with people and their beliefs.

This approach acknowledges that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather inform and develop the skills with which evaluation can take place.

All units of work have clear learning outcomes, based on the appropriate expectations/levels as set out in the RE syllabus. Discovery RE helps to ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.

Assessment: Teachers ensure children are making progress with their learning throughout RE. To support teacher judgments on pupil progress and attainment in RE we will use the built in assessments at the end of each unit. Progress will be tracked and recorded termly and their RE books will provide evidence to support assessment data. The assessment task is the formal opportunity for teachers to check the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. Other evidence used includes annotations from lessons, and records of discussions. We use the overview sheet for each enquiry to record the progress of the whole class. Assessment tasks and learning progress sheets will be added to their RE books which will provide a record for pupils, teachers and governors of the progress the children are making. Teachers will also keep a class tracking sheet so they can see the progress of the class as a whole. This will provide an insight into any areas they might need to address.

Progress in RE will form part of pupils' annual report to parents.

RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have a right to differing opinions. At Siddington as a church school staff ensure that the Christian ethos of the school is upheld whilst still respecting the beliefs and views of others.

Whenever possible a range of visitors will be invited to support the teaching of RE, and there will be planned visits to places of worship.

In Siddington CE and Kemble Primary Schools the faiths taught in RE at KS1 are Christianity and Judaism and at KS2 Christianity, Judaism, Islam and Hinduism

RE will be given at least 5% of curriculum time i.e. 1 hour per week in the foundation stage and key stage 1 and 75 minutes per week in key stage 2.

The role of the Subject Leader:

To ensure that the standards of attainment and progress remains at least good striving towards outstanding

To support and monitor the subject through observations and discussions with teachers, monitoring books and planning, pupil conferencing and other evidence of work such as displays.

Ensure that her subject knowledge and expertise are kept up to date by means of regular training.

Ensure that staff receive adequate training in the teaching and assessment of RE.

Monitoring of assessments to ensure progression throughout the school

Regularly monitor the quality of RE teaching across the school.

Liaise with the governor who holds responsibility for RE and report regularly to the governing body on progress and attainment in RE.

The RE subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.