

# **Rawcliffe Bridge Primary School**

## **Religious Education Policy**

### **Introduction**

The content and aims of the school's policy document are to be guided by the LEA's agreed syllabus and with reference to the agreed syllabus of the Standing Advisory Council for Religious Education (SACRE).

### **Philosophy of Religious Education**

Religious Education must give children knowledge of and an insight into, beliefs and values, which enable them to reflect on their experiences in a way, which develops their spiritual awareness. Religious Education is in a special position to equip children with the skills they need in order to become a valued member of society. It contributes to the elimination of racism, sexism and all forms of discrimination. Britain is a multicultural society and R.E should be a way of enabling children to understand the concerns and values of people from a variety of backgrounds. R.E. gives the children information with which they can make skilled judgements. It prepares children for the opportunities, responsibilities and experiences of adult life.

### **The Nature of Religious Education**

Religious Education is broad, balanced and relates, not just to the study of religions, but, also to the experiences of children in such a way that it contributes to their spiritual, social and moral development. Spiritually developed people are true to themselves and respect their fellow human beings as autonomous persons. We encourage children to follow the best examples of human living and to work the highest level of integrity.

The teaching of Religious Education in our school reflects that the religious traditions in Great Britain and indeed in this area, are in the main Christian. Young children need the security of one code of ethics. However, in order to develop understanding and respect between people of different faiths the children are introduced to the teachings and practises of other religions. Children learn to accept that other people may hold beliefs that are different from their own and that those are equally important. When children are mature enough to make personal decisions about their beliefs they will have a good framework from which to make them. If children are secure in their own faith they can develop respect for the rights of other people to practise their own faith or for people to have the right not to practise a faith.

### **Spiritual, Moral, Social and Cultural Development**

#### **Spiritual**

The teaching of Religious Education in the school provides the children with knowledge and insight of a variety of beliefs, in the main Christian, which will enable them to reflect on their experiences in a way, which develops their spiritual awareness and self knowledge. Opportunities are created for them to display a capacity for reflection and a sense of awe.

#### **Moral**

Religious Education teaches the principles of right and wrong. Children must operate within a moral code and understand the need for one.

#### **Social**

Religious Education encourages children to relate positively to others, take responsibility, participate fully in the community and develop an understanding of citizenship. Children are able to enjoy each other's company and the company of staff.

#### **Cultural**

Religious Education teaches children to appreciate their own cultural traditions and the diversity and richness of other cultures.

#### **Equal Opportunities**

Equality permeates throughout the whole curriculum and is reflected in the ethos of the school. The adults set a good example, so that children can see everyone in the school being treated with respect and fairness regardless of their sex, age or race. All people in the school have equal access to all opportunities offered by

the school. Everyone feels trusted and believes their views are listened to. Everyone is given the opportunity to be able to display self-esteem.

### **Special Needs Provision**

Children with Special Needs will be taught R.E. in their classes.

When we have children of other faiths they may exercise their right not to be involved in the R.E. lessons, which are predominantly about the Christian religion. Provision is made for them to work in another classroom whilst that lesson is in progress. Children who are Jehovah's Witnesses also exercise their right not to be included for all lessons, particularly those that deal with Christian Festivals.

We endeavour to include children as much as possible, when we are studying aspects of other World Faiths, but will respect the parents right to withdraw their child.

### **The Teaching of Religious Education at Rawcliffe Bridge Primary School**

It is envisaged that the majority of lessons are taught in a whole class situation.

The lessons include opportunities for speaking and listening, reading, writing, art work, dance, drama, time for the children to interact and opportunities for reflection. The activities may be whole class or group based. Differentiation is provided for by the choice of activity, by the level of teacher support or by outcome. Work will be done in an exercise book. Some topics may lend themselves to the production of a booklet, either individually or a class one. Some lessons produce artwork or other work to be displayed around the classroom or school. Children are encouraged to freely write thoughts and prayers. Children do, when appropriate, hear or read stories from religious texts, particularly the Bible and become familiar with the language and styles of writing.

In contrast they hear or read the same story from a collection of Bible stories where the language and style will be quite different. Children from Year 1 onwards are able to say the school prayer and understand it. Children from Year 3 are able to say "The Lord's Prayer" and in Year 6 have some understanding of it. Teaching and learning styles will differ slightly from class to class, in order to reflect the different personalities of each teacher and ability makeup of each class.

### **Planning Curriculum**

The school uses a scheme of work from Wirral Education Authority .

This follows SACRE guidelines and the East Riding Agreed Syllabus.

Long Term Planning is completed by the co-ordinator after consultation with staff and necessary documentation. It is planned on a 2 year rolling programme to accommodate the mixed classes.

Medium Term Planning is completed by each teacher in consultation with the co-ordinator. This planning must include the learning objectives for each unit of work, the focus from the East Riding Agreed Syllabus, teaching strategy, differentiation, assessment opportunities and resources.

Short Term Planning is completed by the class teacher.

### **Resources**

R.E. resources are kept in the school's stock room. The co-ordinator is responsible for collecting in and checking the resources and also buying new resources after consultation with the staff.

### **Assessment**

For the most part Religious Education is no different to any other subject in the school curriculum in relation to assessment, which can, and does provide information for pupils, teachers and parents.

Reasons for developing assessment procedures include:

- To enable the pupil to reflect upon and acknowledge his/her own work and achievements
- To help teachers and pupils to plan the next steps in learning
- To communicate achievement
- To monitor progress
- To evaluate the effectiveness of teaching and learning
- To ensure progression throughout the school

However, although it is a major concern of R.E. to help pupils develop their own beliefs, values, attitudes and behaviour, it is not appropriate to make these matters for specific assessment and recording.

Assessment is built into the planning (see Medium Term Planning Sheet) and relates to learning experiences and to the proposed learning objectives. Assessment activities are differentiated by task, outcome or teacher

support. Such activities might result in written or oral work, artwork, drama, dance or a change in the child's behaviour. These outcomes might be the result of individual or group work and might involve both teacher and peer assessment.

### **Record Keeping**

Each class teacher will keep a record of attainment in their lessons evaluation on STP.

Parents are kept informed of their child's progress at termly Parents' Evening and on the annual report.

Signed:

Dated: November 2007

Date of Review November 2009