



RELIGIOUS EDUCATION (RE) POLICY

1 AIMS AND OBJECTIVES

- 1.1** Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Downham Preparatory School we develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.
- 1.2** The objectives of teaching religious education in our school are to help children:
- develop an awareness of spiritual and moral issues arising in their lives;
 - develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
 - develop an understanding of what it means to be committed to a religious tradition;
 - be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
 - develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
 - develop investigative and research skills, and make reasoned judgements about religious issues;
 - have respect for other people's views, and celebrate the diversity in society.

2 THE LEGAL POSITION OF RELIGIOUS EDUCATION

- 2.1** Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the Principal. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the Principal. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 TEACHING AND LEARNING STYLE

- 3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

- 3.2** Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. When opportunities arise, we invite representatives of local religious groups to come into school and talk to the children.
- 3.3** Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.
- 3.4** We recognise the fact that all classes in our school may have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - grouping the children by ability in the room, and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child;

4 CURRICULUM PLANNING IN RELIGIOUS EDUCATION

- 4.1** We ensure that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2** We carry out the curriculum planning in religious education in two phases (medium-term and short-term). The RE teacher is responsible for all planning.
- 4.3** Our medium-term plans give details of each unit of work for each term. The RE teacher keeps and reviews these plans on a regular basis. Topics are repeated, but from different aspects. By so doing, we ensure that children have complete coverage of the Agreed Syllabus.
- 4.4** The RE teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes.

5 THE FOUNDATION STAGE

- 5.1** We teach religious education to all children in the school, including those in the reception class. In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

6 CONTRIBUTION OF RE TO THE TEACHING IN OTHER CURRICULUM AREAS

6.1 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

7 RE AND INCLUSION

- 7.1 At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 7.3 We enable all pupils to have access to the full range of activities involved in religious education. If children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 ASSESSMENT FOR LEARNING

- 8.1 Children demonstrate their ability in RE through a variety of different ways. Teachers will assess children's work in religious education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future.
- 8.2 The RE teacher keeps samples of children's work.

9 RESOURCES

- 9.1 We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store. There is a set of bibles for key stage 2, and a collection of religious posters which we use to enrich teaching in religious education.
- 9.2 We follow the Plan-bee Scheme of work form Year 1-6.
In Year 7, we use a Teacher Scheme of Work based on Guidelines by the Norfolk County RE Approved Syllabus.

10 MONITORING AND REVIEW

- 10.1 The Principal is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. The subject leader is also responsible for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school.
- 10.2 The RE teacher is also responsible for arranging Assemblies.
- 10.3 This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	November 2019
Subject Leader	Mrs Uys	Date:	November 2019

REVIEW DATE: _____