

Religious Education Policy

Background

At The Arches Community Primary we believe that Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. As a school we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions including: Islam and Judaism and Year 6 Humanism. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. At **The Arches Community Primary** we help the children learn from religions as well as about religions.

Statutory Requirements

Our school curriculum for religious education meets the requirements of the [CWAC- LA RE syllabus](#). The Cheshire West and Chester LA's Agreed **Syllabus** meets the requirements of the Education Act 1944; that an agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.'

Aims and Values

At The Arches Community Primary we believe pupils should be taught RE in order to help them to:

- develop an awareness of spiritual and moral issues in life experiences.
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- respect the right of people to hold beliefs which are different from our own.
- 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 the ability to make reasoned and informed judgments about religious and moral issues.
- have respect for other people's views and to celebrate the diversity in society.

At The Arches Primary School we believe values and moral beliefs should underpin every:

- aspect of school life and encourage children to consider choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by promoting respect for others and the need for personal responsibility. We help them to recognise the difference between right and wrong
- through the study of moral and ethical issues.

We aim to enhance children's social development by helping them to build a sense of identity:

- in a multicultural society. Children explore issues of religious faith and values and, in so doing, they
- develop their knowledge and understanding of the cultural context of their own lives.

There are two aspects to the teaching of R.E.:

Learning about Religions

This includes the ability to:

- identify, name, describe and give accounts in order to build a coherent picture of each religion
- explain the meaning of religious language, stories and symbolism
- explain similarities and differences between, and within, religions

Learning from Religions

This includes the ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning within religions

Planning and Record Keeping

In KS2 classes undertake 1 hour of religious education each week. In KS1 the equivalent of 1 hour a week is taught using a flexible approach e.g. Easter week.

Opportunities are planned for R.E. to be used to develop cross-curricular study, particularly Literacy, ICT, PSHE and SEAL.

Assessment of children's R.E. capability is achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting. Written assessments form part of the children's annual reports. The End of Key Stage Statements published in the LA syllabus are used for assessment.

Teaching and learning style

Teaching methods are stimulating and engaging, providing all students with access to Religious Education. Consideration is paid to different learning styles and therefore we aim to offer the children with a range of teaching and learning strategies which are effective for inclusive teaching of Religious Education. These include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of persona dolls to introduce religious or religious artefacts.
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance
- The use of music to create an ambiance or for expression of ideas and emotions
- The use of ICT, such as digital cameras, interactive whiteboards, websites, etc.

We recognise the fact that all classes in our school have children of widely differing abilities, and 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 common 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;
- using classroom assistants to support the work of individuals or groups of children.

Teaching religious education to children with special needs

In our school we teach RE to all children, whatever their ability. When teaching RE we ensure that the learning opportunities match the needs of children.

Resources

At The Arches Community Primary we have a collection of religious artefacts which are used to enrich the teaching of the concepts being taught and enhance the children's understanding. A list of resources can be found alongside the artefacts in the art cupboard.

Monitoring and review

The RE subject leader manages this area of the curriculum in line with our job description for subject leaders. There is a yearly staff meeting on RE, led by the lead; where matters arising can be aired openly and issues resolved. This policy is reviewed at that meeting to ensure it still represents the values and practice of the school.

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. S/he has specially-allocated time for carrying out these duties, the equivalent to one morning each term.