

St Paul's CE (VC) First School
Coven



Religious Education Policy
Updated February 2016

Introduction

Religious Education has equal standing with the core and foundation subjects of the National Curriculum but responsibility for its organisation and its delivery lies with the Local Education Authority and not with the National Curriculum Council. The Diocese of Guildford Syllabus for Religious Education provides the legal framework for the teaching of Religious Education in the school.

This policy outlines the purposes, nature and management of Religious Education as experienced and developed in St Paul's School.

The School Policy for Religious Education reflects the consensus of opinion of the whole teaching staff and has the agreement of the whole governing body.

The implementation of this policy is the responsibility of all members of staff.

The Nature of Religious Education

The purposes of Religious Education are to help pupils to:

- Identify and consider some of the ways in which human beings have approached and answered questions of the meaning and purpose of existence (ISSUES)
- Enter objectively, but imaginatively, into the spirit of Christian and other religious traditions, to explore their responses to fundamental questions, to understand the nature of their beliefs and practices and their influences on social and economic life (RELIGION)
- Develop the ability to interpret and appreciate religious imagery and expression (MEANING)
- Develop a thoughtful and creative attitude to their own values and allegiances (LIFESTANCE)

As this is a church school, Religious Education has a special place in the curriculum in raising awareness of shared values and beliefs including the ongoing links with the church and community. Religious Education provides children with the opportunity to communicate their own questions, experiences and spiritual insights, to learn to value themselves, others and those things which are sacred or special to them.

Entitlement

- All children in the Foundation Stage (Nursery and Reception) classes will have access to Religious Education at an appropriate level. The children progress by working through "stepping stones" towards Early Learning Goals in the Foundation Curriculum.
- Children who exceed the Early Learning Goals are provided with opportunities to meet extension outcomes within the Early Years curriculum ensuring smooth transition to the National Curriculum.
- All registered pupils in the school are entitled to receive Religious Education in accordance with the Diocese of Guildford Syllabus for Religious Education. There is a programme of study for each Key Stage; core themes are revisited in each Key Stage to ensure continuity and progression.
- Parents have the right to withdraw their child from Religious Education. Parents considering withdrawing their child are asked to discuss this first with the Headteacher who will require written notification of a request for withdrawal. As this is a church school, it is expected that all children will participate in Religious Education.

Implementation

- The planning and teaching of Religious Education is the responsibility of the class teacher.
- The Programme of Study set out in the Diocese of Guildford Syllabus form the content of the school curriculum for Religious Education. These Programmes of Study comprise the seven elements of religious life, which focus on key ideas and features of contemporary life. Christianity and two other religions (Judaism and Islam), together with relevant personal, social and moral issues, will provide the main context for exploring these elements. Other religions may also be explored.
- On average, Religious Education activities will be undertaken at least once a week. Teachers are encouraged to give pupils opportunities for a wide range of experiences, which whenever appropriate should include the study of the Christian tradition. It is important that teachers should find points of contact with the questions and experiences of all pupils, whatever their background.

- Religious Education is taught as a separate subject but where appropriate, cross-curricular links will be developed in order to provide a meaningful context for learning.
- Activities and tasks take account of pupils' levels of attainment and staff differentiate as appropriate by task, objective, resources, outcome or level of support.
- Opportunities are given to develop and apply their ICT capabilities. Use is made of ICT enhanced learning in Religious Education where appropriate.
- The Foundation Stage pupils have access to the Religious Education curriculum through working to the objectives outlined in the Foundation Stage curriculum. Pupils will use their senses to further their development and opportunities will be provided to develop children's ideas, competence, skills, knowledge, concepts, understanding, attitudes and expression.
- A variety of resources are available to support the Religious Education curriculum including books, posters, videos and artefacts. Visiting speakers will be welcome in school and use will be made of the local environment, including St Paul's Church in Coven. Children may visit another place of worship during Key Stage 1 or Key Stage 2.
- Personal, Social and Health Education is integrated and addressed as appropriate within the Religious Education curriculum.
- When appropriate, parents will be informed about work carried out in school including cross-curricular themes. Parents may also be invited to join in with special services linked to classroom work in R.E. and other subjects, to celebrate successes and achievements and to support the values and religious beliefs of the school and community.
- Opportunities for training in Religious Education are provided for individual members of staff and on a whole school basis in accordance with the School Development Plan. Parents are invited to Collective Worship.

Health and Safety

All children are made aware of any relevant health and safety issues relating to activities carried out in Religious Education. Any school activities connected with Religious Education are carried out in

accordance with the guidelines in the agreed school Health and Safety Policy.

Equal Opportunities

- Activities in Religious Education are planned out in accordance with the agreed school Equal Opportunities Policy and in such a way as to encourage the full and active participation by all pupils.
- All pupils should be able to feel secure in their study of Religious Education, whatever the religious or non-religious tradition of their home.

Assessment

- Assessment is carried out in line with the agreed school Assessment Policy. Assessments are mainly formative and as such are made over a period of time and are based on the evidence of more than one activity.
- Evidence may be kept in portfolios.
- At the end of each academic year, any areas of particular strength or areas for development are formally recorded on pupils' records. The Foundation Stage Profile is used to make formative and summative assessments during the Nursery and Reception Year.

Reporting to Parents

During the Foundation Stage and Key Stage 1 and 2, two parents' evenings are organised each year and a full written report, detailing progress, is given yearly. The school operates a system whereby parents are welcome to make an appointment to see their child's work and discuss this with them. Parents may request an appointment to see their child's teacher.

Liaison

- The RE Subject Leader liaised with staff providing support and expertise.
- Records of pupils' progress are passed to the receiving teacher within St Paul's at the end of each academic year.
- There are close links with Brewood Middle School to look at the Programme of Study for pupils in Years 3 and 4.

Background Information

This policy was informed by reference to the Diocese of Guildford Syllabus for Religious Education.

Monitoring

- The R.E. Subject Leader will monitor the implementation of this policy throughout the school, in accordance with the agreed school policy and programme for monitoring.
- The subject will also be monitored in terms of coverage, continuity and progression.
- This continuous form of monitoring will enable the formation of action plans to ensure the continued development of the subject.

Review

The Religious Education Policy is to be reviewed on a regular basis as scheduled in the School Development Plan.