



CLOUDSIDE JUNIOR SCHOOL

RELIGIOUS EDUCATION (RE) POLICY

This policy has been reviewed in **October 2016** and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Cloudside Junior School

Religious Education (RE) Policy

Principal Aim

The principal aim of Religious Education at Cloudside is to enable pupils to participate in an ongoing search for wisdom, through exploring the many questions raised by individual experience and answers offered by the beliefs and religions of the people of Derbyshire and the wider community, so as to promote their personal development.

Aims and Objectives

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Cloudside 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. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions and well as learn about them.

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.
- 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, investigate and research skills and to enable them to make reasoned judgements about religious issues.
- Have and show respect for other peoples' views and to celebrate the diversity of society.

To enable children to investigate and reflect on some of the most fundamental questions asked by people.

The Legal Position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform (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 this should only be done once the parents have given written notice to the School governors. The Religious Education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. Our school Religious Education curriculum is based on the Derbyshire LEA's Agreed Syllabus and it meets all the requirements set out in the document. The ERA state that the Religious Education syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should be, at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning Style

We base our teaching and learning style in Religious Education on the key principle that good teaching in Religious Education allows children both to learn about religious traditions and to reflect on 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 topic studies in the Religious Education curriculum and as part of our values led school.

Our teaching and learning styles in Religious Education enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. Each year group take part in a Religious Education, day in line with the syllabus, where they explore a range of activities and workshops.

Children carry out research into religious topics. They study particular religious faiths and also compare the different views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues working individually or in groups.

We recognise the fact that all classes on 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:

- Setting common tasks, which are open-ended and can have a variety of responses.
- 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.

Curriculum Planning in Religious Education

We plan our Religious Education curriculum in accordance with the Agreed Derbyshire Syllabus. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the School.

We carry out the curriculum planning in Religious Education in three phases, long-term, medium-term and short-term. The long-term plan maps the Religious Education studies in each term. Our medium-term plans give details of each unit of work for each term. The Religious Education subject leader keeps and reviews these plans on a regular basis. The lead writes the plans for each lesson and the School HLTAs deliver the Religious Education lessons across the school.

Curriculum Time for Religious Education

At Key Stage two a minimum of 45 hours of Religious Education should be delivered per year. At Cloudside Junior School we deliver 1 hour of Religious Education per week. Each year group gets an additional RE day and per year. RE is a core subject for all pupils. The requirements of the Agreed Syllabus are not subject to the flexibility of the Foundation subjects.

Contribution of Religious Education to the Teaching of Other Subjects.

English – Religious Education contributes significantly to the teaching of English in our School by actively promoting the skills of reading, writing, speaking and listening. We also give the children chance to write letters/diary entries and record information in order to develop their writing ability,

Computing – We use computing where appropriate in Religious Education. The children find, select and analyse information using the internet.

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. 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 promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. We hold regular assemblies based on our School values and have activities based on our value of the month. One child per class is chosen each week to be a 'Values Ambassador', representing our value of the month.

Spiritual, Moral, Social and Cultural Development – Through teaching Religious Education in our School, we provide opportunities for spiritual, moral and cultural development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and in doing so they develop their knowledge and understanding of the cultural concept of their own lives.

Teaching Religious Education to Children with Special Needs

In our School we teach Religious Education to all children, whatever their ability. The teaching of Religious Education is a vital part of our School curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching Religious Education, we ensure that we provide learning opportunities matched to the needs of children with learning difficulties,

Assessment and Recording

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed in accordance with our marking policy. The Religious Education leader keeps samples of children's work in a portfolio. Photographic evidence is kept on the school server for various non-writing based activities and RE days. This demonstrates what the level of achievement is in Religious Education in each year of the school.

Resources

We have sufficient resources on our School to be able to teach all our Religious Education units. This is a collection of religious artefacts which we use to enrich teaching in Religious Education. We also have a good supply of Religious Education topic books to support the children's individual research.

Monitoring and Review

The Religious Education subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Religious Education. He/she is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about the current developments in the subject, and for providing a strategic lead and direction for the subject in the School.

Originator:	Rachel Sutcliffe
Date	October 2016
Reviewed By:	
Review Date:	