



St. Margaret's-at-Cliffe Community Primary School

Religious Education Policy

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Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1. Legal Requirements:

Religious Education at St Margaret's at Cliffe Primary School is provided in line with and meets statutory requirements, which are that:

The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school.

The religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The religious education provided shall be in accordance with the locally agreed syllabus for Kent.

2. Aims of Religious Education:

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

To enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences.

To develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Kent and Great Britain.

To affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people.

To provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.

To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live.

At St Margaret's at Cliffe Primary School we work to the Kent Agreed Syllabus for RE and recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

3. Curriculum:

A detailed scheme of work, based on the Kent Agreed syllabus for Religious Education 2006 and supplemented by the QCA National Framework and guidance for RE (2004), is available for teachers and for scrutiny by interested parties.

Provision in RE is through (eg. termly themes) in Reception and Key Stage 1 where Christianity and Hinduism are the major religions studied. At Key Stage 2 pupils learn about Christianity throughout the key stage and also have the opportunity to study two other world faiths in depth; Islam in years 3 and 4 and Judaism in years 5 and 6.

Time allocation follows the recommendations of the Agreed Syllabus and the QCA National Framework guidance, both of which recommend a minimum of 36 hours for RE at Key Stage 1 and a minimum of 45 hours at Key Stage 2.

Our policy and practice is to use a breadth and variety of teaching and learning styles in RE to engage pupils positively and actively with the subject content. Thus we aim to increase the use of, for example, art, drama, ICT, speaking and listening activities, audio-visual materials, posters, photographs, display work and visitors/visits to/from faith communities. RE is expected to comply with the whole school policy on teaching and learning and to contribute to cross-curricular work in an appropriate way.

4. Foundation Stage:

Religious Education is a statutory requirement in the Reception year. During the Foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

The Kent Agreed Syllabus requires that Reception children spend the equivalent of 30 minutes a week of Religious Education. In addition to this the children have their experience enriched further through following the Early Learning Goals.

5. Assessment:

The agreed syllabus provides descriptions of levels of attainment which are used to assess pupils' standards and monitor their progress. We report on pupils' progress and attainment in RE to parents at the end of each year.

6. The Community:

We enjoy a close relationship with the local parish church. Services are held at the church at Harvest and at Christmas. Rev Fawcett visits the school regularly to celebrate collective worship and festival services.

We recognise that encountering religion through visitors or visits to places of worship are an important part of the RE programme. Pupils need to encounter different religions first hand to develop a sense of wonder about the world and consider how and religious families and communities practise their faith and the contribution this make s to local life.

7. Resources:

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 where there is a separate box of equipment and a collection of religious artefacts for each religion. Each class also has their own bible in the classroom

8. Special needs/equal opportunity:

All pupils in mainstream schools must be taught religious education unless their parents have requested their withdrawal from RE lessons. Teachers will be sensitive to, and aware of, the

distinctive needs of individual students and may select material from the key stage which is appropriate to their educational needs and capacities. Teachers should feel free to use material from a lower or higher key stage where this is more appropriate to the developmental needs of individual pupils.

Pupils' activities should be differentiated so that pupils of all abilities are enabled to consolidate their learning. For some pupils this will involve work which is pre-Key Stage 1, where the pupils' understanding will be working at the threshold of religious awareness. In such cases, the emphasis is likely to be on sensory experience, personal response and interaction, and the development of a simple awareness of religion through the senses.

Gifted and talented children can be easily stimulated by RE, through critical analysis, interpreting and evaluation of their work. Higher order thinking skills fit easily alongside the RE curriculum.

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

9. Withdrawal:

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should in the first instance, be raised with the subject leader, then referred to the headteacher.

10. Subject Co-ordinator:

At St Margaret's at Cliffe Primary School the subject leader for RE is responsible for leading, managing and monitoring all aspects of the subject to secure high standards of attainment and achievement in RE.

The subject leader is also responsible for supporting all colleagues who teach RE, for example, through provision of advice and guidance on teaching and learning strategies. S/he also has oversight of their continuing professional development, particularly with regard to the acquisition of the necessary subject knowledge and understanding to teach the subject effectively.