



RE Policy

Amington Heath Primary School and Nursery

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Religious Education (RE) Policy

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Amington Heath Primary School we develop the children's knowledge and understanding of the major world faiths. 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 and staff 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. 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 investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

The legal position of religious education:

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based Staffordshire LEA's Agreed Syllabus and it meets all the requirements set out in that document. The Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the 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. This does not include Collective Worship time as this is a separate requirement. In Key Stage 1 we are required to teach 36 hours per year. In Key Stage 2 we are required to teach 45 hours per year.

Teaching and learning style

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We aim to invite people of different faiths or parents into school to talk to the children about special events / celebrations within their religion.

Trips:

Every year group, from year 1 to year 6 will visit at least one place of worship during the academic year. When they leave Amington Heath Primary School, the children will have experienced a place of

worship for each of the 6 major world faiths. We visit places of worship as guests and learners NOT as worshippers.

During the Christmas period, the school will hold their carol service at the local church. This is to accommodate parents and to show understanding of the Christian belief where all faiths are welcomed into the church as visitors, school children and parents **not** as Worshippers

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Staffordshire LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. 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 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 through teachers annotating and differentiating the plans from the Enfield scheme for each lesson they teach and by differentiating the work and the level of support given.

Foundation Stage

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. Through teaching religious education in our school, we provide opportunities for spiritual 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 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.

Assessment and recording

The standard of work in RE is expected to meet the targets children are following in other core subjects. Work should be recorded in books or files and any photographs that are taken of work or visits should be stored on the school system. Displays of the work are also valued.

Resources

We have a wide variety of resources in our school to be able to teach the lessons. There is also an allocated budget for additional resources, which may be required and for trips.