



Religious Education (R.E.) Policy

Introduction

R.E. is central to the purpose of Longney C of E Primary Academy because as a church school we see that our faith informs all aspects of our life together and commits us to a search for truth.

R.E. in Longney C of E Academy explores how individuals and communities make meaning and sense of their lives through the great religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. R.E. is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others.

Our Mission Statement

Building Community, Enriching Lives

Love your neighbour as yourself and treat others as you wish to be treated

We are a happy, caring academy and aim to treat everyone and all things with respect

We work together as an academy and community and to celebrate our achievement.

We encourage and support everyone to achieve their potential within all areas of their lives.

Aims

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

- Develop pupil's knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Assist pupils in their own search for meaning and purpose in life.
- Enable pupils to develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings and relationships.
- To help pupils develop a sense of awe, wonder and mystery.
- To explore concepts of love, forgiveness and sacrifice.
- To develop skills of reflection, empathy, communication, analysis and evaluation etc.
- To develop attitudes of respect, sensitivity, open mindedness and self-esteem.

Approach

R.E. will be given at least 5% of curriculum time. – one hour for Key Stage 1 and one hour and ten minutes at Key Stage 2. This is in addition to Collective Worship and provision of SMSC. The Gloucestershire Locally Agreed Syllabus 2017 is a statutory document for the teaching of RE and is to be used in conjunction with the Understanding Christianity scheme recommended for Church of England schools.

Legal Requirements

Parents have a legal right to withdraw their children from Religious Education lessons, but as R.E. is so central to the life and identity to our school we would ask parents to discuss with the head teacher any reasons they might have for doing this.

Teaching and Learning

Religious education is generally taught as a separate subject timetabled on a weekly basis but may sometimes be taught in blocks, as part of a cross curricular theme or during whole school R.E. focus days.

Each teacher uses a variety of strategies when teaching RE. The strategies adopted are dependent on the nature of the task and will encourage pupils to learn effectively and with interest. They will be primarily based around the following elements:

-Making sense of the text

-Understanding the impact

-Making connections

Attention is given to the development of key skills leading to end of phase outcomes and knowledge building blocks. We aim to provide tasks which require pupils to develop their ability to investigate, interpret, reflect, evaluate, empathise, analyse, synthesise, apply, express and discern.

There are opportunities for whole class, group and individual work and activities are adapted to ensure the inclusion of all abilities.

Through teaching we aim to utilise the pupils' own experiences by exploring the links between the lesson content in religious education and the personal challenges pupils face in their everyday lives.

We recognise the value of incorporating the creative/expressive arts in our teaching. We aim to provide opportunities to develop skills in dance, drama, art and music where appropriate.

We aim to continually challenge pupils to discover the underlying message of the teaching behind religious traditions, stories, artefacts and ceremonies.

We aim to provide learning situations that encourage both direct and indirect learning experiences and every effort is made to avoid presenting stereotypical images of people and places. The use of resources outside the classroom is greatly encouraged to enhance the areas of focus and support the wide variety of resources that are available for use within the classroom for example,

- artefacts
- information books
- globes, atlases and maps of the world
- photographs and other pictorial material
- video, television and radio programmes

- school library
- CD-ROMs
- internet enquiry
- visits and visitors
- Diocesan resource centre

There is ample opportunity to use outdoor learning to enhance teaching, within the school grounds, spiritual garden and as part of our Forest School program. Use must also be made of the local church, mosque, synagogue and temple.

Pupils are to study in depth the religious traditions of the following groups:

Reception (age 4 – 5) Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 (age 5 – 7) Christians, Jews and Muslims.

Key Stage 2 (age 7 – 11) Christians, Muslims, Hindus and Jews

Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

Notice the language. ‘Christians’ rather than ‘Christianity’. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and structure of traditions.

Subject Leadership

1. The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
2. The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training
3. The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
4. The RE subject leader will regularly monitor the quality of RE teaching across the school.

5. The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
6. The RE subject leader and headteacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.