

# MILFORD PRIMARY SCHOOL

## RELIGIOUS EDUCATION POLICY



<u>Date</u>	<u>Changes made</u>
April 2013	7.1, 8.1, 8.2, 8.3

### ***Vision Statement***

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

### **April 2013**

## **1. Introduction**

1.1 Our school community is made up of staff, pupils, parents and governors who originate from many different backgrounds. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals.

1.2 We believe that Religious Education provides an opportunity to celebrate and foster awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

## **2. The Legal Position**

2.1 Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act. This act stipulates that Religious Education is compulsory for all children including those in Reception who are less than five years old. RE is timetabled according to the guide lines in the Agreed Syllabus and QCA . RE is not taught through topic (though links are made if appropriate) but has a clearly defined lesson time.

2.2 Parents may 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 governors. Similarly, teachers may refuse to teach religious education lessons, having given due notice in writing to the governors. In this case, the class would be taught by another teacher.

2.3 Religious Education forms an important part of our curriculum and is based on The Derbyshire Agreed Syllabus for RE (updated in 2008). At Milford Primary School our R.E curriculum is designed to help children to learn about different religions and from different religions. We do not attempt to alter a child's own beliefs but encourage them to find out, think, reflect and decide for themselves.

## **3. Aims**

3.1 Our aims for RE are taken from the Derbyshire Agreed Syllabus for RE.

3.2 RE should enable children to:

\*Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK.

\*Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, locally, nationally globally.

\*Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK.

\*Enhance their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings and other beliefs can relate to them.

- Responding to the fundamental questions of life with reference to the teachings and practices of religions and other belief systems, and by relating them to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.

\*Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

#### **4. The Scheme of Work**

4.1 The scheme of work for religious education covers all the requirements of the Agreed Syllabus. RE is taught in units of work which vary in length and which are adapted to suit the needs of different groups of children.

4.2 We ensure that the development of knowledge, skills and attitudes in RE is based prior learning. We ensure that we offer planned opportunities for children to develop and progress through age and stage appropriate activities which become increasingly more challenging as the children grow and develop through the primary phase.

4.3 We carry out planning for religious education in three phases (long term, medium term and short term). The long term planning maps the Religious Education units studied each term in each class.

4.4 The medium term planning gives details of the planning for each half term or unit in each class. This is carried out on a two/three year cycle to ensure a broad range of experience and learning in our mixed age classes. Planning is adapted as our class groups change depending on numbers of pupils. Medium term planning is based on the units from The Derbyshire Agreed Syllabus for RE or QCA units. These units are adapted by the class teacher to be most appropriate for the individuals in the current class.

4.5 The class teacher writes the plans for individual lessons, identifying learning objectives, activities and support. The class teacher keeps these plans and they may be discussed on an informal basis with the RE subject Leader as part of our monitoring process.

4.6 Throughout their time at Milford Primary School, our pupils will learn about, and from, major world religions. At all Key Stages several religions will be encountered. However, to ensure a more in depth knowledge of major world religions we focus particularly on certain faiths at different points through the school:

In Foundation Stage the children learn about special times and special stories across a range of religions including Christianity.

In Key Stage 1 the focus is on Christianity and Judaism.

In lower Key Stage 2 children learn about Christianity and Hinduism.

In Upper Key Stage 2 there is an emphasis on Christianity and Islam.

#### **5. Teaching and Learning**

5.1 We plan our Religious Education curriculum in accordance with The Derbyshire Agreed Syllabus for RE based on the two attainment targets:

\*AT 1 Learning about religion

\*AT 2 Learning from religion

5.2 Learning **about** religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

5.3 Learning **from** religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

5.4 Inclusion and differentiation for children with SEN are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues and to develop positive attitudes towards themselves and others.

5.5 We endeavour to draw on the experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We visit local places of worship and invite visitors into school to talk about their faith.

5.6 Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects, for example:

Literacy: speaking and listening/reading and writing stories

Maths: representing data

Science: /raising questions/enquiry/explanations

PSHCE: respecting diversity/ community / respecting others/ knowledge about others

## **6. Spiritual, Moral, Social and Cultural Development**

6.1 Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

6.2 We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

6.3 Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

## **7. Recording, Marking and Assessment**

7.1 Work is marked in accordance with the school's marking policy. Children are also given feedback orally and through self and peer assessment. Information from marking is used to inform future planning in RE in order to match experiences and activities to the children's learning needs.

7.2 RE is reported to parents in the annual report in the summer term. Any issues arising before this are raised at parent consultations.

## **8. Monitoring**

8.1 The teaching, assessing and resourcing of Religious Education is monitored by the RE curriculum leader in collaboration with the headteacher..

8.2 The curriculum leader attends training and professional development, and organises INSET and training for other members of staff when necessary. RE monitoring may include lesson observation, planning and work scrutiny, is carried out in accordance with the school's monitoring timetable.

8.3 One governor has particular responsibility for monitoring RE and for liaising with the subject leader. This monitoring includes coming into school and working with children in RE lessons.

Approved **G.Taylor (Chair of Governors)**

Date **24<sup>th</sup> April 2013**

Review **Summer 2015**