Arreton CE (Aided) Primary School

Religious Education Policy (7.07)

Policy No: 7.07	
Signed Headteacher:	Signed Chair of Governors:
	*Gary Vincent*
Date: September 26	Review by: September 28

Introduction

1. As a Church school, we see that the Christian faith informs all aspects of our life together. The teaching and learning is underpinned by Jesus' teaching, as an example of how to live our lives well. Our Collective Worship policy explains this in greater detail. Through Religious Education (RE) we also explore how individuals and communities make meaning and sense of their lives through the major religions of the world. RE is taught in such a way as to inspire pupils to explore, develop and affirm their own faith and values and to have respect for the faith, beliefs and values of others. It is both open and inclusive to everyone.

2. Within Arreton St George's, RE is a central feature of our curriculum offer. Through the RE curriculum we will:

    - Explore beliefs, practices, values and meaning of the Christian faith for people today and in the past.
    - Explore the beliefs, practices, values and meaning of the Jewish, Hindu and Islamic faiths for people today and in the past.
    - Study the conduct and character of Jesus as a model for Christians and Christian conduct.
    - Celebrate key religious events and explore the areas of commonality and contrast between the main religions of the world.

3. Our aim is that RE will provoke challenging questions about the meaning and purpose of life, encourage pupils to explore their own beliefs, build a sense of identity and belonging, develop respect for others and consider their own responsibilities. RE will contribute to Spiritual, Moral, Social and Cultural (SMSC) development of pupils and plays an important role in preparing our children for adult life. RE also makes an important contribution to our promotion of British Values and community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge discrimination.

Curriculum

1. RE at ASG's School is taught using both resources from the Hampshire Agreed Syllabus (Living Difference IV), and Understanding Christianity, the Church of England's resource for schools. Our syllabus has due regard for the National Society Statement of Entitlement for Religious Education and school values. At least 10% of curriculum time is devoted to RE; RE can be taught as either weekly lessons or in blocked units. This is equivalent to 36 hours in EYFS and KS1 and 45 hours in KS2. We teach it weekly the first half of each term and block it in the second half of each term to fit in with religious festivals such as Christmas and Easter.

   Decisions on which approach works best are made by individual teachers, in consultation with the RE leader, depending on the topic for each half term or whole school topic. We teach a range of religions across the school including Christianity, Hinduism, Judaism, Islam, Humanism and Buddhism. Throughout RE lessons, golden threads (special, belonging, community and love) are discussed alongside the concepts covered. This allows children to link ideas across concepts and religions, exploring themes in more depth.

2. The Understanding Christianity Project teaches Christianity through 8 concepts:

   Gospel, Fall, Salvation, Creation, God, Incarnation, The Kingdom of God and People of God.

3. RE is taught in accordance with the school's teaching and learning policies and is monitored by the Headteacher and RE subject leader. We use a number of strategies to enable us to cover all styles of learning. These include exploiting cross-curricular links wherever possible which is made clear on RE and topic based planning, making links to the creative arts such as drama, music, art and literacy and using ICT to develop learning in RE. RE is taught with a mix of whole –class, group and individual approaches and wherever possible first hand experiences are used as a stimulus for learning. Children also use a variety of artefacts to explore items which are precious or are used in religious worship. We also invite people/leaders of other faiths to school, to discuss and illustrate their faith with the children.

4. When planning and delivering the curriculum, reference is made to ensure that equal opportunity and special needs policies are met. Children are sometimes given differentiated work or taught in small adult led groups or 1:1 if their needs require this.

5. The RE subject leader provides long-term and medium-term planning relating to the Hampshire Agreed Syllabus which also incorporates Christianity teaching for the Understanding Christianity Project. Individual teaching staff are responsible for short-term planning of each unit to suit the individual needs of the class. Support from the RE subject leader is available if needed.

Assessment in RE

1. Monitoring of RE teaching will take place by the RE subject leader and Headteacher. The aim of any monitoring is to ensure that differentiated learning is taking place across the school and the curriculum is being effectively delivered.

2. Assessment for RE follows the assessment and marking policies of each school. Attainment in RE is recorded by individual class teachers and reported to the RE subject leader. The schools are able to use Insight to record assessment against Living Difference III objectives.

Parental right of withdrawal

1. In accordance with the Education Reform act 1988, parents have the legal right to withdraw their children from parts of or all of the teaching of RE. In order to avoid misunderstanding, any parent wishing to withdraw their child should meet first with the Headteacher in order to discuss the matter. Pupils who are withdrawn are supervised and provided with a different activity (but not additional teaching).

2. It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute RE within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.