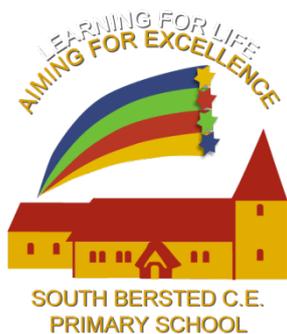


## South Bersted CE Primary Religious Education Policy

	<h2 style="text-align: center;">South Bersted CE Primary Religious Education Policy</h2>
<b>Web and/or Internal</b>	<b>Web/Internal</b>
<b>This policy should be reviewed every</b>	<b>Every three years</b>
<b>Policy approved by Governors</b>	<b>Spring 2016</b>
<b>Date of Review</b>	<b>Spring 2019</b>
<b>Member of staff responsible</b>	<b>Headteacher</b>
<b>Policy created by</b>	<b>Headteacher</b>
<b>Approved by Chair of Governors and/or Headteacher</b>	<b>22<sup>nd</sup> March 2016</b>

## **Introduction**

Religious Education (RE) is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgment of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

South Bersted CE Primary School is a County Primary School. The Education Act requires that religious education should be provided according to the 'Agreed Syllabus for Religious Education in West Sussex Schools 2015.' This document is available in school.

## **School Aims**

The school aims to develop a community within a Christian ethos which demonstrates co-operation and mutual respect where everybody, irrespective of race, gender or ability feels safe, valued, supported and encouraged to achieve their best in all they try and do.

## **Aims and Objectives of Religious Education**

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus.

The curriculum for RE aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
  
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview.
  
- C. Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **Objectives**

RE in the Early Years Foundation Stage:

Children should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and 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.

Religious Education is a legal requirement for all children on the school roll, including all those in the Reception year.

In line with the DfE's 2013 EYFS RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for children.

### **Communication and language:**

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development:**

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world**

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive arts and design**

- children use their imagination in art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

### **Literacy**

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

- children recognise, create and describe some patterns, sorting and ordering objects simply.

## **Curriculum**

RE is a statutory subject of the school curriculum of maintained schools. Alongside the subject's contribution to pupils' mental, cognitive and linguistic development, RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

## **Curriculum Organisation**

RE is taught through a combination of classroom work and work linked to collective worship. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus.

The curriculum is planned to deliver R.E through a combination of methods:

- RE is taught mainly through weekly lessons. The RE units of work are linked with cross curricular school topics whenever possible.
- The opportunity is taken to deliver identified areas of RE through collective worship. The work is carefully planned and followed up in class when appropriate.

- Separately identified RE is found at different times of the year covering Christmas, Easter, Advent etc.

Further details can be found in the long term planning.

### **Curriculum time**

The school gives 5% of curriculum time to RE in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary.

### **Assessment, Recording and Reporting.**

Teachers use a variety of means of assessing pupil's work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- The regular reviewing of pupils work.
- Observing the work of groups and individuals and recording the outcomes.
- Deep marking in accordance with the school marking policy.

Pupil's achievement in RE is reported in the annual report to parents.

### **Equal Opportunities**

The school's Equal Opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in RE to ensure the work being covered is appropriate to pupils who come from any religious background or none.

### **Promoting Children's 'Spiritual, Moral, Social and Cultural Development'**

RE provides opportunities to promote **spiritual** development through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

RE provides opportunities to promote **moral** development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust

- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice and creation, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

RE provides opportunities to promote **social** development through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

RE provides opportunities to promote **cultural** development through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.

### Inclusion

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Planning in RE must ensure that it meets the specific needs of individuals and groups of pupils. The statutory inclusion statement providing effective learning opportunities for all pupils outlines how teachers can provide all pupils with relevant and appropriately challenging work at each key stage.

In planning and teaching RE, teachers are required to have due regard to the following principles:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate in the curriculum and assessment activities.

Curriculum planning and assessment for children with special needs must take account of the type and extent of the difficulty experienced by the child.

Children 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. The ability of pupils for whom English is an additional language to take part in RE may be ahead of their communication skills in English. Teachers should plan learning opportunities to help children develop their English and should aim to provide the support pupils need to take part.

## Management

### Subject Leadership

The day to day support for RE is provided by the Subject Leader who is responsible to the Headteacher for:

- Devising and maintaining the units of work
- Supporting teachers in their medium and short term planning
- Attending relevant courses to keep up to date in RE and reporting to staff
- Managing the resources for RE
- Producing a strategy plan setting out the priorities for RE
- Co-ordinating the links with the local church
- Conducting an annual review of RE and the production of a report for the Governors.

### Withdrawal

When parents' request that their child be withdrawn from RE they are interviewed by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from. If children are withdrawn from RE lessons they will be supervised and complete other work set by the class teacher in a corner of their own classroom.

### Resources

Lists of the RE resources are available and can be found in the Subject Leader file in the staffroom. The Subject Leader arranges the borrowing of materials from the county loan collection.

Books, artefacts and other resources for classroom use are available from the RE resources box. A range of RE books can be found in the school library.

Further resources can be borrowed from the school's library service or through the Diocese RE resource box scheme.

### Community

The school has good links with St Mary Magdalene Church and the local vicar supports the school. The church is used for many special occasions. Services are held in the church at the beginning and end of each term where parents are invited to join us as a school community.

In addition a range of other occasions are planned throughout the year to which parents and friends are invited. These include The Nativity, KS2 Carol Service, School Christingle Service, Harvest Festival, Easter Service and the Leavers Service.