



Religious Education Policy

Introduction

In RE we aim to develop children's own spiritual knowledge and understanding. We encourage the children to learn from religion as well as about religion.

Aims

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop a knowledge and understanding of Christianity and other major world religions found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- To 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 skills and research skills and to enable them to make a reasoned judgment about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society;
- Explore and express their own thoughts and feelings and to reflect on and learn from their experiences.

The legal position of religious education

Our school curriculum for RE meets the requirements of the Dorset SACRE agreed syllabus for RE 2016. The SACRE stipulates that religious education is compulsory for all children, from age five. The SACRE allows parents to withdraw their child from religious education classes if they wish. The RE 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 on the Dorset LA's Agreed Syllabus and it meets with all the requirements set out in this document. It reflects the fact that the religious traditions in Great Britain are in the main Christian, and takes account of the teachings and practices of other major religions.

Approach

We follow the Discovery RE medium term plans for each year group and we adopt an enquiry based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter being given new treatment each year, developing the learning in a progressive way, Hinduism, Islam and Judaism are also covered. The planning model focusses on a four step enquiry, beginning with a key question. There is a balance between learning about religion (subject knowledge) and learning from religion (personal responses.) This allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. From September 2017 we will also incorporate the Understanding Christianity plans and resource pack. Children will study key Christian concepts such as Creation, Incarnation and Salvation at each Key Stage so that prior learning is built upon and their knowledge and understanding of the religion is extended. 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 the children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Christmas etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to speak to the children and take assemblies.

We have also developed links with the local church St. Michael's and All Angels Church and the vicar holds a weekly 'Open the Book Assembly' in school.

Content

The content of our RE curriculum is based on the Dorset Locally Agreed syllabus. Discovery brings together spiritual, moral, social and cultural development and opportunities for this are clearly identified on each enquiry (lesson) and are mapped on to the overview grid for each year group kept in the Discovery files. We strive to inform and develop the skills with which children can make their own choices and decisions concerning religion and belief.

Resources

We have a range of artefacts and book resources which are stored in Badger Base quiet room and maintained by the RE co-ordinator.

Health and Safety

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that all activities are closely supervised and that the children are made aware of the dangers.

Assessment

We make ongoing informal assessments based on observations of the children in lessons. Each Discovery enquiry has a built in assessment task which gives a formal opportunity for teacher assessment and discussion with the children. Each year group has an overview skills assessment sheet, which is filled in at the end of each enquiry or Understanding Christianity unit to track progress. A summative assessment statement is written for each child on their annual school report.

SEN and Equal Opportunities

All children irrespective of gender, race, religion, disability or SEN have equal access to our RE programme. Where appropriate, activities are differentiated to meet children's individual needs.

The role of the Subject Co-ordinator

The subject co-ordinator for RE:

- Oversees the planning and monitoring of RE in the school
- Is responsible for co-ordinating the writing of a policy in conjunction with other teachers
- Reviews planning and activities so that relevant modifications can be made.
- Monitors the implementation of the Scheme of Work and standards in this subject
- Maintains an action plan and liaises with the Headteacher with regard to the School Development Plan
- Is responsible for updating staff about new developments in RE
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed:	
Approved by Governors:	
Next Review:	

Equality Impact Assessment

Initial screening record

1. What area of work is being considered?

RE POLICY

2. Upon whom will this impact?

WHOLE SCHOOL COMMUNITY

3. How would the work impact upon groups?

	Negative impact	Positive impact	No impact
Minority ethnic groups			
Gender			
Disability			
Religion, Faith or belief			
Sexual Orientation			
Transgender			
Age (N/A to pre-school and school children)			
Rurality			

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups			
Gender			
Disability			
Religion, Faith or belief			
Sexual Orientation			
Transgender			
Age			
Rurality			

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by:

Signed

Date.....

Comment by Headteacher:

Date: