

RE Policy



1. AIMS

Religious Education will enable all children to explore religious beliefs and practises, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences.

Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development.

Religious Education will foster mutual understanding between students of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

2. LEGAL REQUIREMENT

Religious education is statutory for all registered pupils on the school roll. In reception classes RE should be taught in accordance with the Agreed Syllabus. Whilst religious education is not a statutory requirement for children in the Foundation Stage, it can however form a valuable part of the educational experience of children throughout the key stage.

3. CONTENT

- Children will study mainly Christianity and Judaism and some aspects of other faiths.
- Children will have the opportunities to learn about religion from a variety of resources.
- Children will have opportunities to explore their own response to profound human experiences and universal symbols.
- Children will be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and to use a range of different forms of expression to convey their responses.

4. APPROACHES

We follow the Gloucestershire Agreed Syllabus for RE. The subject is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

5. METHODS

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance

- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

6. ASSESSMENT AND RECORD KEEPING

Assessment in RE is in line with the schools assessment policy. It is essential to keep in mind that assessment in RE is about recognising children's achievements in RE in the broadest sense. It is about giving feedback and about using information to plan the next steps in learning.

7. RESOURCES

Good use is made of the Gloucestershire Diocese resource centre. Each class receives a termly resource bag linked to the terms theme. Artefacts should be used with great respect as many must be handled with certain 'rules' in mind. Teachers should read the artefact notes very carefully before showing them to the class.

8. LINKS

We have developed links with local churches and ministers. In particular, we have a close link with our local Vicar who conducts weekly assemblies. Children regularly take part in activities at the local church and are involved closely with the church community.

9. EQUAL OPPORTUNITIES

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

10. CROSS-CURRICULAR OPPORTUNITIES

There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, Physical Education, Drama and Dance.

11. COLLECTIVE WORSHIP

The daily act of collective worship at Blakeney Primary School follows the requirements of the 1988 Education Reform Act.

Aims of Collective Worship

- To consider spiritual and moral issues which are of a wholly or mainly of a Christian character.
- To celebrate or reflect on things that are of worth.
- To facilitate the development of a sense of community, of belonging and of sharing.
- To encourage pupils to learn how to be part of large and small gatherings.
- To celebrate achievements of others within the school community.

- To develop understanding of, and reflect upon the value of, our environment and its importance in our lives.

Content of Collective Worship

The law requires acts of worship should be “wholly or mainly of a broadly Christian character”.

There will be times when other faiths and religious traditions will be explored.

Issues will be presented in a variety of ways through stories, poems, songs, role-play, artefacts, radio broadcasts, visitors, power-point presentations, interactive whiteboard activities as well as the sharing of children’s and adult’s achievements.

Children will be involved in the opportunity to worship through prayers, hymns and songs, participation in role play and through quiet reflection.

There is a need for flexibility in order to respond to national and unexpected events where appropriate.

Parents have a right to withdraw their pupils from all or parts of the acts of worship. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.