



Mottram Church of England Voluntary Aided Primary School

Religious Education Policy

The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organised collective worship, through the example of Christian teachers, and through the quality of RE teaching.

The Way Ahead, para 4.14

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

(Cheshire Agreed Syllabus 'Encounter and Response')

Introduction

This document is a statement of the aims, the principles and strategies for the teaching and learning of Religious Education at Mottram Church of England Voluntary Aided Primary School.

The spiritual, moral and physical development of our children underpins all aspects of our school life.

Legal Requirements

Mottram is a Church of England Voluntary Aided school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education co-ordinator on a daily basis.

Following the Diocese of Guildford Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith with the introduction of one other major world religion - Judaism - at Key Stage 1 and then the study of Judaism, Buddhism and Islam at Key Stage 2.

At Mottram School, staff ensure coverage by block planning units of work for each term from the *Guildford Diocesan Guidelines for R.E.*

Withdrawals

Parents/carers have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety and alternative work will be provided. To date no children have been withdrawn.

Aims

The purpose of teaching Religious Education in school is to:

- show children that Christianity is about following the living God, Father, Son and Holy Spirit who is revealed in and through the Bible, and is relevant to their daily lives
- extend children's ability to experience life through body, mind and spirit
- help children's understanding of the significance of religion and its contribution to their spiritual, moral, social and cultural development

Principles

We aim to

- provide Religious Education within the framework of the *Guildford Diocesan Guidelines* appropriate to the educational needs of the children in our school, at their different stages of development
- contribute to the spiritual, social and moral development of the school as a caring community and the children as individuals
- assist and encourage experience of Christian life and worship
- through study of major world religions to encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today, and look at similarities between Islam, Judaism, Buddhism and Christianity

We aim to encourage children to

- grow in awareness of others through activities which involve sharing and co-operation and to develop trust and respect for others
- formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live
- learn something of the religious experiences of others, including polytheism (Hinduism) in later KS2
- develop their own beliefs, values and ideals in the light of their experiences
- develop respect for other people, their beliefs and their life-styles
- develop an enquiring attitude towards religion and to explore activities of prayer and worship

Entitlement

- The children's entitlement is based upon the Guildford Scheme of Work which has two attainment targets. These provide the basis for our planning and teaching.

A.T.1 Learning about Religion

....to gain knowledge and understanding of the beliefs and practices of Christianity in particular and world religions in general.

A.T.2 Learning from Religion

.....developing the capacity and skill to respond thoughtfully to and evaluate what they learn about religions.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in EYFS/Key Stage 1 it may be more appropriate to integrate some areas of the Religious Study programme into a thematic approach
- Religious Education in school is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each class. Wherever possible

all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids

Religious Education at Mottram

- is taught in each class by a senior management teacher who shows an appreciation of the ethos which underpins our religious education. This may be supported from time to time by clergy from local churches and visiting speakers including people from other faiths
- may be taught to the 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in, both small groups and individually
- may include visits to local churches and places of worship as appropriate
- may be integrated with other subjects as appropriate
- should be taught through a variety of teaching approaches including:
 - ◊ teacher presentations, role play and story telling
 - ◊ questions and answer sessions, drama, discussions and debates
 - ◊ individual and group research
 - ◊ photographs, pictures and maps
 - ◊ I.C.T, television, video/DVD, tape and CD to research and communicate ideas

Inclusion

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas. Differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the needs of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

See separate SEN school policy.

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Resources

Resources are stored in classrooms and the office. An audit of Religious Education Resources is carried out by the R.E. co-ordinator. We are particularly to develop R.E. Guildford through using ICT. Resources will be reviewed and updated regularly.

Planning, Assessment, Reporting and Record Keeping

- Under the Diocese of Guildford Guidelines the statutory position is that all pupils will be assessed based on the expectations informed by the Guildford Scheme of Work
- In order to show progress towards the end of Key Stage the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work
- Children's work is evaluated and assessments for each child are carried out at the end of each year. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Headteacher
- Summative reports to parents will be made at the end of the year
- Long Term Planning is informed by Diocese of Guildford Religious Education Guidelines, supported by Guildford Primary Scheme of Work
- A senior manager annotates and divides the units of work from the medium term planning so that it informs the short term planning

Monitoring and Evaluation

The Headteacher has overall responsibility for monitoring and evaluation.

The co-ordinator will

- assist the Headteacher by monitoring Long Term and Medium Term plans.
- manage resources
- endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate
- be aware of staff development needs and encourage continuing professional development
- facilitate the sharing of good practice
- be responsible for drawing up an action plan for Religious Education

RE Coordinator

Date: November 2015