

Policy for Religious Education

This document is a statement of aims and strategies for the teaching and learning of RE as recommended in the Pan Berkshire RE Agreed Syllabus, 2012. The implementation of this policy is the responsibility of all the teaching staff, supported by the RE coordinator and the Headteacher.

The Legal Requirements

The Education Act (1996) requires that:

- RE should be taught to all pupils in full time education except for those withdrawn at the request of their parents. (DFE Circular 1/94 para 44)
- As part of the curriculum, RE should promote the “spiritual, moral, cultural, mental and physical development of pupils”.
- An agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions, represented in Great Britain.

The Education Act (1944) require that the agreed syllabus “Shall not include and catechism or formulary which is distinctive to any particular religious denomination.” And states that an agreed syllabus “must not be designed to convert pupils or to urge a particular religion or religious belief on pupils.”

In accordance with the Wokingham agreed syllabus, South Lake supports the DfEE guidance which states that “... **has equal standing in relation to National Curriculum subjects...**” (1/94 para 20) It is therefore the responsibility of the Headteacher and the governing body to ensure that sufficient time and resources are given to religious education in schools to meet the statutory requirements (1/94 para 19)

Aims

Religious Education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain
- develop an understanding of the influences and beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about moral issues with reference to the teaching of the principal religions represented in Great Britain
- enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.
- develop a positive attitude towards other people and towards living in a society of diverse religions, with acceptance of the rights of others to hold different beliefs from their own.

Objectives

Throughout Key Stage 1 and 2 will have increasing opportunities to learn about religions by developing their knowledge and understanding of Christianity and other principal religions and learn from religion enhancing their own spiritual, moral, social and cultural development (SMSC)

South Lake is following an enquiry-based model, to develop children’s critical thinking skills and enhance their understanding of the beliefs, religious or otherwise, of others.

Teaching strategies and Methods

Teaching should be as practical as possible, using artefacts, drama or role play techniques. Specialist groups, like RE Inspired, should be used by each year group.

Children should have experience working:

- individually, in pairs, in groups and with the whole class
- with a variety of visual media
- with role play or drama techniques

Where possible, teaching should draw on the children’s own experiences.

Assessment and Recording

There is no statutory end of key stage assessment. Assessment will be through teacher observation, discussion and activity outcomes and will be judged according to the end of key stage level descriptors.

Progression

As they move through key stages 1 and 2 children will progress:

- **from** using everyday language **to** increasingly precise use of religious vocabulary
- **from** personal knowledge of a few areas of RE **to** understanding a wider range of areas and the links between them
- **from** unstructured exploration **to** more systematic investigation of questions
- **from** identifying what is of concern to themselves or others **to** asking questions and suggesting answers to moral and religious questions

Equal Opportunities

All children irrespective of their background, gender, race, ability or religion will have access to the full range of the RE curriculum unless otherwise requested.

Health and Safety

In accordance with the school Health and Safety policy children are taught and encouraged to handle all resources safely and sensibly.