



Chalkhill Primary School R.E Policy

Introduction

Chalkhill is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus. Particularly relevant to our school is the aim which states:

'Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.'

Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus recommended by the QCA.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from Religious Education. Parents who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head Teacher.

We believe that it is the responsibility of the parents who have chosen to withdraw their children from R.E to provide acceptable alternative Religious

Education work for their children to do during R.E lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class are learning.

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Agreed syllabus. R.E is taught in half- termly units in a combination of religion based and thematic topics.

Teaching and Learning

Planning for Religious Education is based on the two attainment targets in the Agreed Syllabus:

1. Learning **about** Religions
2. Learning **from** Religions

Learning **about** Religion includes enquiry into and investigation of the nature of Religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning **from** Religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about Religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about Religion, particularly to questions of identity and belonging, meaning, purpose, truth, values, commitments and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of R.E we make the most of opportunities to help the children develop their sensitivity to relevant issues such as

refugees and Religious fasting and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make R.E relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children one local R.E visit each year.

Through R.E children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In R.E lessons as well as PSHE and our Collective Worship Programme, children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious Education also strongly supports the schools citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on Religious practice.

Recording, Marking, Assessment and Reporting

In every class teachers use their formative assessment to inform future planning. Comments are made in the children's books to provide academic guidance. A summary of achievements is provided annually in the child's end of year report.

Management

The teaching, assessing and resourcing of Religious Education is managed by the R.E curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. R.E planning is collected for monitoring twice a year and the scheme of work is evaluated annually.

Resources are bought with the annually allocated R.E budget and stored in a central place used by all staff. The storing of the school's R.E resources is organised by the curriculum leader.