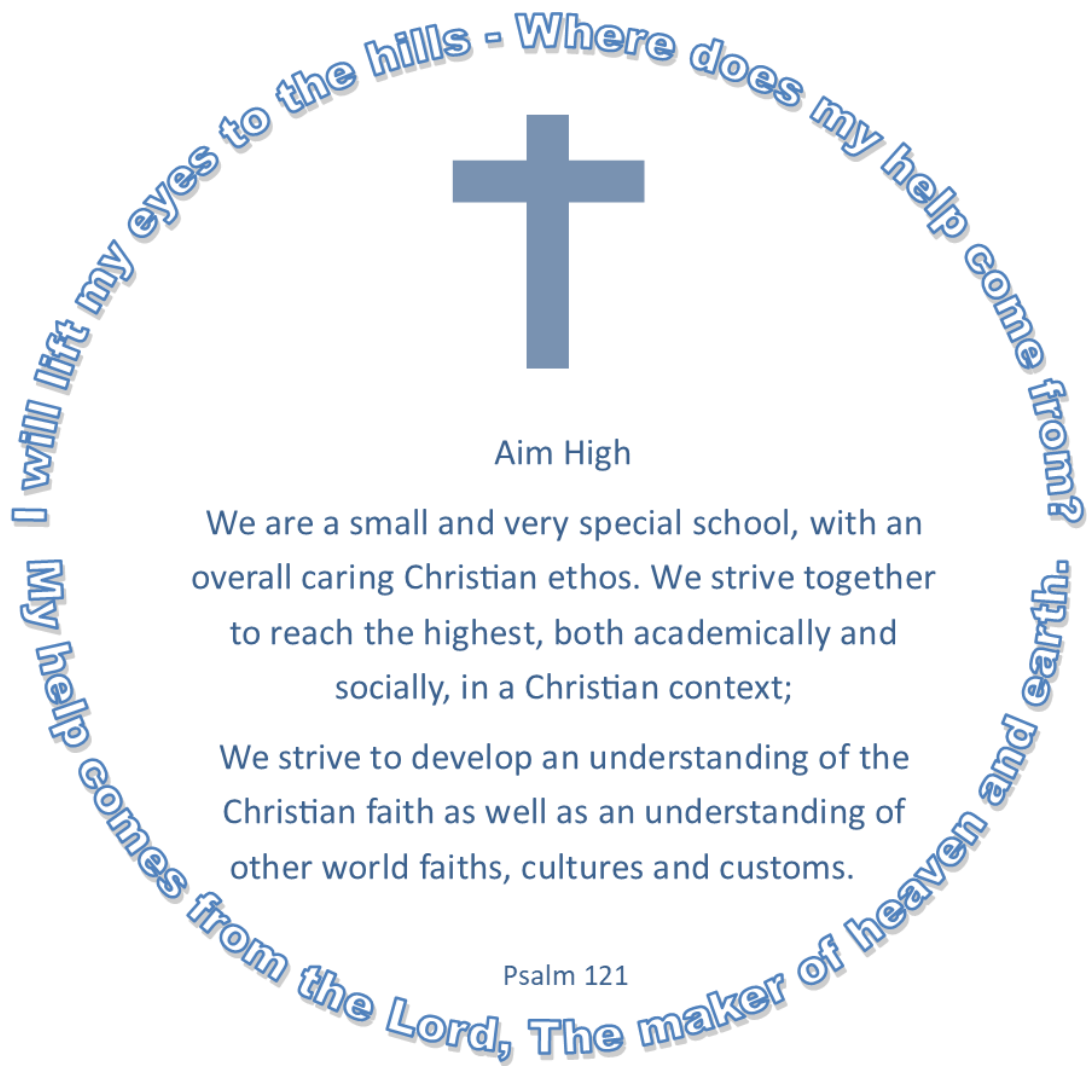


Religious Education Policy



Clive Church of England Primary School and Nursery

Date of last review: May 2022
Date for next review: May 2024



Aim High

We are a small and very special school, with an overall caring Christian ethos. We strive together to reach the highest, both academically and socially, in a Christian context;

We strive to develop an understanding of the Christian faith as well as an understanding of other world faiths, cultures and customs.

Psalm 121

Respect, Responsibility, Resilience

Clive CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.

This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Clive CE Primary School and Nursery.

As a voluntary controlled school we follow the Shropshire Agreed Syllabus for Religious Education.

As a church school we also celebrate our Christian foundations and take additional opportunities to introduce Christian faith to pupils.

What is Religious Education?

Religious Education (RE) promotes the spiritual, moral, mental and physical development of pupils at the school and of society and prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The aims of Religious Education

The principal aims of RE are to help young people:

- To develop knowledge and understanding of religious experiences, insights, beliefs and practices.
- To deepen or realise their own beliefs, and respect the freedom of other people to hold beliefs different from their own, so preparing them for adult life and citizens in a modern multicultural Britain.

These aims will be realised by helping children and young people to:

- develop awareness:
 - that many people believe human life depends upon an ultimate being or a sustaining creative power often referred to as God;
 - of a spiritual dimension to life.
- develop an awareness, understanding and appreciation of the broad religious, spiritual and ethical heritage of their immediate and global communities.
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- reflect upon the experiences and the mysteries of life and to recognise the significance of awe and wonder in religious belief.

Religious attitudes and values

The personal development of pupils will be encouraged by fostering:

- a sensitive interest in the spiritual dimension of life. This will include the desire to investigate or respond to religious traditions, beliefs, practices and the natural world.
- a willingness to explore enthusiastically and in a positive manner, their own and other people's beliefs and traditions.
- consideration and understanding of other people and for the world in which we live.

- a respect for the freedom of everyone in society to practice or not to practice a religious belief.
- confidence in their own background, which for some will include a cultural and /or religious heritage.
- an understanding of the effects the commitment to belief may have on their own lives and the lives of others.
- an ability to respond to the challenges of life.

Principles of the Teaching and Learning of Religious Education

RE is important in the development of skills, attitudes and concepts which enable children to recognise the importance which a belief has for individuals or groups, and to reflect on its significance or otherwise for their own developing beliefs and values.

RE provides, within the curriculum, a reminder that education concerns the whole person – body, mind and spirit. It confronts teachers and pupils with the basic questions about God and humanity, good and evil, forgiveness and salvation, life and death and especially about meaning and purpose.

The Skills to be developed

The following skills are not an exhaustive list or exclusive to Religious Education. They can be found across the curriculum, but for RE to be effective they must be present.

Investigation / Exploration

This would involve observing, finding out and responding to religious beliefs, the environment, the world and its peoples.

Questioning / Enquiry

This should provide opportunities for pupils to develop their ability to ask and respond to fundamental human questions and mysteries.

Interpretation / Application

This includes the opportunities for pupils to apply what they have learned both to their own lives and experiences as well as to new or different contexts. It should highlight the relevance to the pupil of what they have studied or encountered.

Communication / Sharing

This will be achieved through pupils listening and talking with people of various religious and ethical beliefs; and encountering religious expression through a range of means, including, symbol, art, music and drama.

Understanding / Evaluation

This will be fostered through a developing awareness of the extent to which religious belief affects a believer's life style.

Sensitivity / Empathy

This will include the ability to respect the thoughts, feelings, experiences, attitudes, beliefs and the values of others.

Self-understanding / Reflection

This should provide the opportunity for pupils to become aware of their own attitude towards the religious and ethical concepts studied. Times of stillness and a variety of creative experiences are essential in the development of these skills.

Whole School principles and strategies for the teaching of RE

Class teachers will teach RE in a variety of ways to a whole class, through group work and through discussion with individuals or groups. Spiritual development also takes place through assemblies and other opportunities for worship as a school. Where possible, children will be given the opportunity to learn at first hand.

Pupils with special needs may be helped by a Learning Support Assistant and / or given work, which is differentiated.

CONTINUITY AND PROGRESSION

The Shropshire Agreed Syllabus provides a framework for learning opportunities at each key stage. These experiences are broken down for each class and provide material through the use of *Understanding Christianity*.

RECORDING, ASSESSMENT AND REPORTING

Assessment will assist the teacher in planning and the pupil in their learning. It is based on clear learning intentions and an integral part of classroom organisation. It involves pupils in reflection, review and target setting.

RE is recorded as a whole class reflecting a variety of teaching styles and learning opportunities. Their understanding about religion and learning from religion is a fundamental aspect of RE. This understanding and learning is assessed and recorded for each individual pupil by the class teacher. We recognise the value RE can have in other areas of the curriculum.

Feedback to pupils about their progress is achieved through assessment and verbal feedback.

Children's progress is reported to parents in the annual end of year report and through the two consultation evenings held each year.

Equal Opportunities

As a school we are committed to ensuring that all pupils have equal access and opportunities in RE, regardless of race, gender or disability.

Role of the co-ordinator

- take lead in policy and schemes of work development to ensure coverage, progression and continuity;
- support colleagues in development work plans and implementation of schemes of work;
- monitor progress and advise Headteacher on action needed;
- take responsibility for upkeep of resources;
- keep up to date with developments in RE and relate information to colleagues as appropriate;
- advise on staff training for RE.

The Religious Education Co-ordinator is **Mrs Sallie Watts**.