



Living by our Christian Values of

Peace
Trust
Love
Hope
Friendship



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Religious Education Policy

St Edward's CE Primary School

Approved by:	Governors	Date:	October 2016
Committee:	Full Governing Body	Co-ordinator:	Jennie Warlow
Last reviewed on:	October 2017		
Next review due by:	October 2019		

Rationale

At St Edward's CE School the core Christian values; love, peace, hope, friendship and trust underpin all that takes place within the school. Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is central to the school's understanding of education and mission, and the commitment that 'the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ' (Going for Growth Report) As a school we recognise that spiritual development lies at the heart of the curriculum. All members of the school community should experience Christianity through the life of the school, as well as through the taught



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curriculum. Christianity will be the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. The school bases its RE provision on the Shropshire Agreed Syllabus. At least 5% of RE curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

Curriculum aims

The aims of Religious Education in our school are:

- To offer a full and positive presentation of living Christianity in an opportunity for encountering the Christian life in Anglican and other contexts, and to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- To enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

Teaching and Learning

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion - symbol, story, festival, belief, faith in action, ritual, worship



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- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make - including believers - and suggest possible outcomes
- Compare their own experience and identity with others - including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Spiritual - widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral - helping each pupil develop their own informed values.

Social - helping pupils understand some major forces shaping the values in our society.

Cultural - aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with Citizenship and PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Equal Opportunities/Special Needs

We ensure that all pupils have equal access to a broad and balanced curriculum regardless of age, gender, race and ability.

All children will participate in RE activities. Learning will be differentiated to provide appropriate challenges to specific individuals and groups. Adult support will be used when appropriate and in accordance with other policies such as SEND.

Health and safety

Activities are planned with due regard to our Health & Safety policy. When working with tools, equipment and materials in practical activities and in different environments, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Assessment, recording and reporting.

Assessment of children's development is made through ongoing teacher assessment. Progress of all children and groups will be monitored during pupil progress meetings, through work scrutiny, lesson observation and data tracking. Reporting to parents will happen three times a year and in some cases, where a particular issue may arise, more regularly.



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Monitoring and Evaluating

Monitoring and evaluation of teaching and learning will take place in line with the schools monitoring and evaluating programme and where specifically mentioned on documents such as the development plan.



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