

The Grove School

R.E. Policy

Introduction

The Grove School is made up of 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.

Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school.

Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the Head teacher.

The Scheme of Work

Teaching and Learning Planning for Religious Education is based on the two Attainment Targets: 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 and truth and values and commitments, and communicating their responses.

Equal opportunities

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.

Teaching R.E. within PMLD Classes

Physical Development

Each day will contain a specific focus on physical development and will include activities such as stretching programmes and hydrotherapy. We feel that giving importance to physical development and physical well-being addresses 'comfort', providing opportunities for holistic approaches to physiotherapy, which is embedded into our curriculum.

Communication and Interaction

We embrace the philosophy of Intensive Interaction in all that we do and believe this to be fundamental to all communication and learning. We promote, for all children the beauty of human relationships and joy of communication. We encourage children to understand the importance of 'me', to know they are able to communicate and to influence others in their communication.

Personal and Social Development (including emotional well-being)

We are committed to providing opportunities for personal and social development through all that we do. We are committed to the idea of 'emotional well-being' for all our pupils but recognise the additional importance of this for our young people with PMLD. We recognise the need for mindfulness and to experience 'inner-life', to know the joy of loving relationships. To be listened to and to know it is worth making the effort to communicate. To have the 'will' and the motivation to 'go on', to find moments of awe, of wonder, of mystery.

Cognitive development

Alongside our other areas of importance we recognise the value of engagement. Engagement with both people and objects within my world and being given opportunities to understand how these work through problem solving. To gain understanding of Cause and Effect, to know that if I do this....this will happen. To be able to explore using senses, to be able to investigate and to be able to understand routines and environments.

Daily routines

Daily routines give structure and meaning to our curriculum and within them are valuable learning opportunities. Throughout our daily routines we embrace all other areas of importance. We develop, or have the potential to develop, our physical skills, our communication, our physical and emotional well-being and the opportunity to learn more about our world and the people within our world.

Within the teaching of RE 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 RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community. A class will lead an assembly and parents are invited to attend.

Through RE 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 RE lessons, as well as PHSE and our Collective Worship policy, 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 school's 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.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE 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. RE planning is collected for monitoring and a sample of books looked at regularly throughout the year.

Resources are bought and updated as needed and stored down the back corridor - a central place for use by all staff.

Date written - January 2017

Approved by governors:

Review date: