



Stocksfield Avenue Primary School

Religious Education Policy Statement 2017-20

As required by law, Religious Education is provided for all pupils in accordance with the local Agreed Syllabus adopted by the City of Newcastle upon Tyne LA. The Agreed Syllabus requires RE teaching to be open, objective and educational and should protect the integrity of pupils by ensuring that teaching is not designed to convert or urge a particular religion or religious belief.

At Stocksfield Avenue Primary School we value R.E. because:

- it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society as they learn about religion, and also learn from religion;
- it prepares pupils for the opportunities, responsibilities and experiences of adult life.

AIMS

R.E. should help pupils to:

- acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- enhance their spiritual, moral, cultural and social development;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

CROSS-CURRICULAR CONNECTIONS

There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, Physical Education, Drama and Dance.

SEN

We believe that all children at Stocksfield Avenue Primary School should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement relevant to their own level of development and understanding.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus. Where pupils have special needs which are not identified as being learning difficulties we will, as a school, endeavour to respond sympathetically to their requirements.

The range of special needs in R.E. includes:

- pupils who have special needs across the curriculum;
- pupils who are more able and talented across the curriculum, including R.E.;
- pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live;
- pupils who themselves have a personal faith commitment.

EQUAL OPPORTUNITIES AND DIFFERENTIATION

R.E. makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils. Learning in R.E. should enable pupils to:

- respect self and be sensitive to the needs of others;
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group.

RESOURCE MANAGEMENT

The school's R.E. resources, specific to each faith studied, are located in the R.E. cupboard and freely available to all. We as a staff are responsible for returning R.E. equipment when we have finished using it.

Any damaged equipment should be reported to the R.E. co-ordinator as soon as possible. We all agree that the quality and availability of resources must be maintained and that children should value the school's equipment.

As funding allows, the range of resources will be updated and extended as necessary.

INDUCTION FOR NEW STAFF

The R.E. co-ordinator will ensure that new members of the teaching staff have copies of the R.E. Policy and Scheme of Work and understand how they are used. The R.E. co-ordinator will also ensure that new members of staff are aware of the R.E. resources available and have a clear understanding of the essential health and safety information contained within this R.E. Policy.

FINANCIAL COMMITMENT

The financial commitment for R.E. will differ each year, details of which will be found in the School Development Plan. However, in order that staff can deliver the R.E. Curriculum effectively, the following financial commitment is envisaged:

- An annual maintenance budget;
- A financial commitment for R.E. will be presented each year to the Headteacher for discussion and approval.

ROLE OF THE Subject Leader

The role of the R.E. subject leader is:

- To co-ordinate the teaching of R.E. within the school;
- To be involved in the induction of new staff;
- To monitor the use of the policy and scheme of work;
- To ensure continuity and progression of the teaching and learning of R.E. across the key stages and the school;
- To order and maintain resources;
- To manage the R.E. budget;
- To make staff aware of changes/thinking in R.E.;
- To support staff who are less confident with R.E.;
- To make staff aware of R.E. courses on offer;
- To provide where necessary, staff training and development;
- To show by example good R.E. practice;
- To liaise with religious leaders in the local community.

TEACHERS' AND PARENTS' RIGHTS

Although the governing body and headteacher appreciate that teachers have the right to withdraw from the teaching of R.E., it is hoped that, as the situation demands, teachers will contribute to the teaching of the subject whatever their personal beliefs and commitments.

Parents also have the right to withdraw their children from R.E. lessons, but we would encourage parents to discuss this with the headteacher / co-ordinator before making a final decision.

CONCLUSION

The R.E. Policy and Scheme of Work reflect the overall ethos of the school and its aim to promote the development of the whole child.

Reviewed: September 2017
Next review due: September 2020