



Milecastle Primary School

Religious Education Policy

Reviewed March 2017



RELIGIOUS EDUCATION POLICY

INTRODUCTION

Religious Education is statutorily required to be included alongside the National Curriculum and must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act requires that Religious Education should be taught in accordance with an agreed syllabus and

'reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' (Education Reform Act 1988, 8 (3))

Milecastle follows Newcastle's Locally Agreed Syllabus for Religious Education.

AIMS

Religious Education should promote the spiritual, moral, social, cultural and intellectual development of children and prepare pupils for the opportunities, responsibilities and experiences of adult life and society.

The agreed syllabus for Religious Education has twin aims which are that pupils should:

- learn about religion and explore human experience
- learn from religion and respond to human experience.

At Milecastle we aim in Religious Education to help children to:

- develop knowledge and understanding of Christianity and other world religions and world views
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures locally, nationally and globally
- develop the ability to make reasoned and informed judgements about religious and moral issues
- reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding
- encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values

- help children to develop moral and spiritual values, respect and tolerance which will enable them to appreciate and understand religions, cultures and ways of life different from their own
- have respect for other people's views and celebrate the diversity in society
- appreciate that symbols and artefacts from different religions can express human feelings and ideas
- foster understanding about the importance of tolerance in everyday life
- foster positive attitudes towards celebrations of differences
- develop an enjoyment of learning through practical activities, discussion, exploration and discovery
- communicate their knowledge and understanding using specialist vocabulary
- use children's knowledge and experience of religious festivals such as Easter and Diwali to develop their religious thinking
- to learn **about** religions as well as **from** religions.

GUIDELINES

Religious education will be presented:

1. with regard to the home and faith background of the pupils in both the school and wider community.
2. by treating each religion as a living faith which has an historical foundation.
3. through first hand experiences e.g. visits and visitors, artefacts, celebrations and food.
4. by creating an atmosphere in which children can be encouraged to wonder, to ask questions and to be curious.
5. by encouraging an acceptable standard of behaviour in accordance with the values of the school, through everyday experiences; e.g. hopes and fears, joys and sorrows, successes and failures, customs and celebrations.
6. by recognising the worship and practices of religions through a consideration of feasts, fasts, ceremonies, customs and celebrations.
7. by encouraging empathy with religious beliefs through listening to stories, listening to others talking about their faith and engaging in or observing prayer.
8. through a variety of creative activities including discussion, role play, art and craft, music, reading, poetry, writing and maths.

INCLUSION

Religious Education should make a significant contribution to inclusion, particularly in its focus on promoting respect for all. To overcome any potential barriers to learning, activities and resources may be differentiated and adapted to meet the needs of different learners.

THE RIGHT TO WITHDRAW

At Milecastle we believe that Religious Education is an important part of children's learning. We fully recognise the legal right of parents to withdraw children from all or any part of Religious Education. Parents who choose to exercise this right will be invited to discuss the matter with the headteacher.

THE CURRICULUM

At Milecastle our RE curriculum is in accordance with the Newcastle LA Agreed Syllabus. There is planned progression built into the scheme. RE is usually taught on a weekly lesson basis over a half term although some topics cover a term. During the significant Christian festivals of Christmas and Easter all children will look at the stories associated with them at levels and perspectives appropriate for the age group.

The RE curriculum has been arranged as follows:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Harvest Festivals (unit 2)	Diwali and Christmas	The Importance of belonging (unit 1)		Friends of Jesus (unit 3)	
Year 1	Expressions of belonging (unit 1)	Meanings within Christmas and Hannukkah (unit 2a)		Easter (unit 2b)	Introduction to the Bible (unit 3)	
Year 2	Teaching through stories (unit 4)		Christian beliefs and Practices (unit 5)	Ideas about God in Christianity and Judaism (unit 6)	Judaism: Torah and Shabbat (unit 7)	Judaism: Beliefs and practice (unit 8)
Year 3	Expressions of Identity (unit 1)	Meanings within Christmas and Divali	Hinduism: Beliefs and Practices (unit 8)	Hinduism: God and Worship in the home	Contents and significance of the Bible (unit 3)	

		(unit 2a)		(unit 7)		
Year 4	The Person of Jesus (unit 4) His teachings including disciples and parables	Celebrations including Diwali, Hanukah and Christmas	Spring Festivals Chinese New Year mini topic	Meanings within Easter (unit 2b)	The Meaning of Signs & Symbols in Religion (unit 6)	Creation Stories
Year 5	Origins and Compositions of the Bible (unit 3)	Origins and Compositions of the Bible (unit 3)	Islam: Muhammed (unit 7) Islam: The Qur'an (unit 7b)	Islam: The five Pillars (unit 8a)	The Role of the Mosque (unit 8b)	God as spirit (unit 6)
Year 6	Places of worship (unit 1)	The Importance of worship (unit 2)	People's perspectives and impressions of Jesus (Unit 4)	People's perspectives and impressions of Jesus (Unit 4)	The influence of faith on the believer (unit 5)	The influence of faith on the believer (unit 5)

PLACE OF WORSHIP VISITS/VISITORS

Place of worship visits are organised during the year to support and complement the work in school and to promote links with the local community. We also invite representatives of local religious groups to come into school to talk to the children about their faith and beliefs and to lead assemblies.

TEACHING AND LEARNING

During an RE lesson children should be given the opportunity:

- to **reflect** on an aspect of human experience in order to understand the relevance of the content being taught i.e. use of picture, music, story, film clip, artefact

- to **relate** their own experience to the content being studied i.e. sequencing, retelling, role-play, discussion
- to **respond** to the content through their own personal experience in a thoughtful and constructive way i.e. creative writing, art, craft, hot seating.

RESOURCES

R.E. resources are arranged into resource boxes which are kept in the mezzanine. The resource boxes contain artefacts, clothing, pictures, books and teaching ideas for each of the religions taught. There is also a separate box for Chinese New Year. The boxes contain the special worship books of the particular religion but there is also a set of children's Bibles to use with a whole class. The '360 Zone' is a wonderful resource that can be used for R.E. as well as the ipads and computers. The Northern Religious Resource Centre has an array of resources that can be borrowed on a monthly basis. This is based in Percy Main.

ASSESSMENT

In KS1 and KS2 we assess children's work in R.E. by making informal judgements as we observe children during lessons and through marking diagnostically. Assessment is based on a child's ability to:

- understand various ideas, beliefs, values, attitudes and behaviour
- reflect on their own experiences and the experiences of others and to respond to them in a thoughtful way.

In Foundation Stage the Foundation Stage Profile is used to assess children throughout the academic year.