

# LAVANT C.E. PRIMARY SCHOOL



# RELIGIOUS EDUCATION POLICY

Reviewed: November 2016

## Introduction

Religious Education (RE) is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgment of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

Lavant CE Primary School is a County Primary School. The Education Act requires that religious education should be provided according to the 'Agreed Syllabus for Religious Education in West Sussex Schools 2015.' This document is available in school.

## School Aims

**To provide** inspirational real life learning experiences which challenge, engage and motivate within a creative, inclusive Christian environment.

**To nurture** reflective learners who have a sense of responsibility, humility and respect.

**To encourage** effective, purposeful collaboration between individuals, who understand the importance of their contribution to local and global communities.

**To foster** a life-long love of learning where individuals accept challenges and take risks with the perseverance to adapt and aspire.

## Aims and Objectives of Religious Education

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus. The curriculum for RE aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **Curriculum**

RE is a statutory subject of the school curriculum of maintained schools. Alongside the subject's contribution to pupils' mental, cognitive and linguistic development, RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

## **Curriculum Organisation**

Religious education is taught mainly through classroom work. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus.

The curriculum is planned to deliver R.E. through a combination of methods:

- (i) Religious Education is taught sometimes through weekly lessons or as a blocked unit of work. The R.E. units of work are linked with cross curricular school topics whenever possible
- (ii) The opportunity is taken to deliver identified areas of R.E. through the assemblies where possible
- (iii) Separately identified R.E. is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday etc.

Further details can be found in the plans and schemes of work.

## **Curriculum time**

The school gives 5% of curriculum time to RE in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary.

## **Assessment, Recording and Reporting**

Teachers use a variety of means of assessing pupil's work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- Observing the work of groups and individuals and recording the outcomes.
- Marking in accordance with the school marking policy.

## **Equal Opportunities**

The school's Equal Opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in RE to ensure the work being covered is appropriate to pupils who come from any religious background or none.

## **Promoting Children's 'Spiritual, Moral, Social and Cultural Development'**

RE provides opportunities to promote **spiritual** development through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

RE provides opportunities to promote **moral** development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice and creation, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

RE provides opportunities to promote **social** development through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions

- articulating pupils' own and others' ideas on a range of contemporary social issues.

RE provides opportunities to promote **cultural** development through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.
- For further information please refer to SMSC Policy

## **Inclusion**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Planning in RE must ensure that it meets the specific needs of individuals and groups of pupils. The statutory inclusion statement providing effective learning opportunities for all pupils outlines how teachers can provide all pupils with relevant and appropriately challenging work at each key stage.

In planning and teaching RE, teachers are required to have due regard to the following principles:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate in the curriculum and assessment activities.

Curriculum planning and assessment for children with special needs must take account of the type and extent of the difficulty experienced by the child.

Children for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

The ability of pupils for whom English is an additional language to take part in RE may be ahead of their communication skills in English. Teachers should plan learning opportunities to help children develop their English and should aim to provide the support pupils need to take part.

## **Management**

### **Subject Leadership**

The day to day support for RE is provided by the Subject Leader who is responsible to the Headteacher for:

- Supporting teachers in their medium and short term planning
- Attending relevant courses to keep up to date in RE and reporting to staff
- Managing the resources for RE
- Conducting an annual review of RE and the production of a report for the Governors

### **Withdrawal**

When parents' request that their child be withdrawn from RE they are interviewed by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from. If children are withdrawn from RE lessons they will be supervised and complete other work set by the class teacher in a corner of their own classroom.

### **Resources**

Books, artefacts and other resources for classroom use are available from the RE resources box. A range of RE books can be found in the school library.

Further resources can be borrowed through the Diocese RE resource box scheme.

### **Community**

The school has good links with St Mary's and St Nicholas Churches in Lavant and the Rector Rev Dr. David Jarratt supports the school, leading our weekly Church assemblies with the children. The churches are used for many special occasions. Services are held in church at Easter and Christmas.

In addition a range of other occasions are planned throughout the year to which parents and friends are invited. These include The Nativity, Carol Service, Harvest Festival and the Leavers Service where the children are presented with a Bible by the PCC

Signed:

Date: November 2016