



Religious Education Policy November 2015

Aim

- To give children a strong foundation in the Christian faith.
- To develop in children knowledge, understanding and respect of other religious traditions and the way in which those of other faiths and no faith tradition understand the world, thereby promoting fundamental British Values
- To help children to understand the significance of religion and the role it can play in their spiritual, moral, social and cultural development.

Implementation

We are aware that according to the Education Act 1996 we must provide RE for all registered pupils, and we acknowledge that parents/carers have the right to withdraw their child/ren wholly or partly from RE without providing a reason.

Firle C of E Primary School is Church of England controlled, a requirement of which is that Religious Education (RE) is taught according to the locally agreed syllabus, the "East Sussex Agreed Syllabus 2011". We implement the broad framework set out in this document using the plans provided as a starting point, and developing and adapting the plans to meet the needs of our pupils and to ensure teaching is engaging and effective. We also take note of advice provided by the Diocese of Chichester on RE in Anglican schools- Excellence and Distinctiveness. In providing the children with a strong foundation in Christianity, we aim to give them a sense of the distinctive character that the Anglican tradition provides. This will emerge through discrete RE teaching and learning, the use of the local church for visits, links with our daily worship, visits by the vicar and awareness of the liturgical calendar.

RE as a sensitive subject

Although all staff in the school will be in sympathy with the aims of a church school, and all students come to the school aware of its affiliation, we need to show sensitivity in the delivery of RE. Both those teaching and those learning may come from a different faith tradition to Christianity or none. East Sussex syllabus requires schools to draw upon Christianity at every key stage, however, we will not seek to indoctrinate or persuade pupils to adopt any particular belief but help them to develop skills, attitudes and concepts which enable them to recognise the importance which a belief has for the individual or group, and reflect on its significance or otherwise for their own developing beliefs and values.

Trips, visitors and resources

In all areas we attempt to enrich the curriculum through the use of resources, visits and visitors and RE is particularly enhanced through the use of religious artefacts and visits to and from places of worship and members of faith communities. With the additional sensitivities associated with religion we will ensure that children are aware of the need for and the protocol for showing of respect to artefacts, places of worship and people.

Philosophy, spiritual skills and RE

RE provides an excellent opportunity for investigating the deeper questions of life: what is God like? What is truth? How should we live?

These links with philosophy will be explored in RE lessons. In addition RE and worship will be used to teach children spiritual skills and attitudes such as:

prayer, meditation, reflection, openness, questioning, critical awareness, compassion, self-awareness and respect.

Links with Collective Worship

RE is closely linked with Collective Worship (CW) and CW is planned such that elements can be followed up in RE where appropriate. The key differences are that RE focuses more on learning about and from religion whereas CW focuses more on experiencing religious practice. Further, in RE we favour learning about Christianity whilst ensuring children learn about different religions, whereas our CW is wholly Christian.

Procedure

Role of the Governing Body	The GB has: <ul style="list-style-type: none">• a legal duty to provide RE for all registered pupils• appointed a member of staff to be the RE Coordinator• nominated a link governor(s) to visit the school regularly, to liaise with the Headteacher and Coordinator and to report back to the GB• responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	The Headteacher will: <ul style="list-style-type: none">• ensure that RE is taught to the LA's Agreed Syllabus• monitor and evaluate this policy

<p>Role of the Coordinator</p>	<p>The Coordinator will:</p> <ul style="list-style-type: none"> • lead the development of RE throughout the school • provide guidance and support to all staff • keep up to date with new developments and resources • review and monitor teaching and learning • ensure planning is cross-curricular where relevant • develop the teaching of RE through the use of different teaching and learning styles
<p>Differentiation</p>	<p>Teachers will ensure planning is differentiated to include children of all abilities.</p> <p>We differentiate by:</p> <ul style="list-style-type: none"> • setting open ended tasks • setting tasks of increasing challenge • developing our and the children's questioning skills
<p>Assessment and Recording</p>	<p>We assess children's progress through ongoing informal observation and questioning, and assessing end of unit tasks. Assessment supports teaching and learning and informs future planning.</p>
<p>Effectiveness</p>	<p>We believe this policy will be effective only if we ensure consistency across that school by regular monitoring. Monitoring will happen in liaison with class teachers, the Coordinator, Headteacher, governors and link schools.</p>

E Ricca, November 2015

Date adopted by Governors: December 2015