



Bury School

Policy for
Religious Education
2017

POLICY FOR RELIGIOUS EDUCATION**Document Purpose**

Religious Education is a subject which is central to our curriculum as a Church school. It is the responsibility of the school Governors who have adopted the Agreed Syllabus 2013. Christianity has the central role in the curriculum and there is also appropriate teaching about other faiths. This policy reflects the values and philosophy of Bury School in relation to the teaching and learning of Religious Education. It provides a framework within which teaching and non-teaching staff can co-operate, and gives guidance on planning, teaching and assessment.

Audience

This policy relates to pupils in Key Stages 1 and 2. The children in the Foundation Stage follow the themes across all strands in Development Matters.

Subject Aims

At Bury School, RE plays an important role, together with other curriculum areas, in promoting the spiritual, moral, social and cultural development of our children. We follow the recommendations of the 1998 School Standard and Framework Act, which states that all schools must provide Religious Education for all its pupils, although parents can choose to withdraw their children. As Religious Education (RE) is not a subject in the National Curriculum, the format of this policy document differs in some respects from the other curriculum policy documents formulated by the school

The aims of RE in Bury School are:

- ◆ To support children in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.'
- ◆ To provide opportunities for children to develop their Education and understanding of Christianity and other religions in Britain
- ◆ To explore issues within, and between, faiths to help children respect different religions and traditions
- ◆ To develop the children's sense of identity and belonging
- ◆ To prepare the children for life as citizens
- ◆ To give the children opportunities to reflect on, and analyse, their own beliefs, values and practices.

Curriculum and School Organisation

The content of the RE Programme at Bury School draws on the Agreed Syllabus and takes account of the pupils' needs identified in RE – Exploring Shared Human Experience, Exploring Religious Traditions, Exploring Beliefs and Values and Exploring Personal Meaning. Materials used include ideas for teaching/learning activities from published and other sources.

In order to achieve the aims outlined, the teaching of Religious Education at Bury School we have taken into account the requirements and guidelines presented in the Agreed Syllabus, it has been agreed that the following religions should be selected for study.

- ◆ Christianity
- ◆ Judaism
- ◆ Hinduism
- ◆ Islam
- ◆ Sikhism
- ◆ Buddhism

These are studied across KS1 and KS2 (see Appendix 1 for Curriculum Map).

During the Foundation Stage children follow Development Matters where they begin to explore the world of religion in terms of special people, books, times, places and objects as well as visiting places of worship. They have opportunities to listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Although Bury School is a Church school there are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff. We respect the religious backgrounds of all members of the school community and hope that this will encourage individuals to share their own experiences freely with others. All religions and their communities are treated with respect and sensitivity and we value the links that can be, and are, made between home, school and a faith community. We appreciate that each religion studied can contribute to the education of all our

pupils. We teach RE in a way that stresses open enquiry and first-hand experiences, including visits and visitors, wherever possible for both staff and children. The syllabus is implemented in school by means of a highly sensory approach, whereby children can look at and handle religious artefacts. Other resources are used where appropriate, eg ICT.

Religious Education is taught by all class teachers and has a Subject Leader with responsibility for developing the subject. Decisions regarding Religious Education are taken with due regard to the needs of all the staff and in line with the School Development Plan.

Teaching Religious Education

At Bury School, RE is taught by teachers. However, the right of any member of staff to withdraw from the teaching of RE is acknowledged and respected.

Contribution and links with Spiritual, Moral, Social and Cultural Development

These are areas of a pupil's development to which all subjects are expected to contribute. RE should help in:

- Developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way.
- Providing a forum for pupils to develop and evaluate their own beliefs and moral values and to examine the beliefs and values others have chosen to live by.
- Encouraging social awareness, eg, an understanding of others, respect for those with different beliefs and a sense of 'community'.
- Evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating and appreciating the diversity.

Withdrawal from Religious Education

Bury School recognises that parents have the right to withdraw their child from RE – in its entirety or in part.

Class Organisation and Teaching Style

Religious Education is taught through a combination of direct teaching and real experience. There are practical activities for pupils, use of teacher prepared material, and other resources where appropriate. Using enquiry-based learning, the syllabus provides a coherent framework to allow for deeper levels of knowledge and understanding of religious and non-religious life stances, and to develop respect and sensitivity, so that, as future citizens, the children will value and celebrate cultural and religious diversity, in peaceful co-existence. It also provides opportunities for pupils to explore their own beliefs, values and traditions.

At Bury School class teachers are responsible for their own classroom organisation and teaching style in relation to Religious Education, while at the same time ensuring these complement the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, and as individuals.

The choice of class organisation will be determined by the learning task or activity and the resources being used.

Resources and Accommodation

A selection of reference materials for RE are available. Teacher booklets, pictorial material (such as poster and picture packs) and artifacts are centrally stored and all staff have equal access to all resources. Certain resources for ICT can be useful for work in RE.

Children's reference books for RE, are kept in the Library.

The RE Subject Leader will monitor the use of resources. Staff are asked to inform the Subject Leader of any resources that are damaged or need replacing as well as any consumables which need to be purchased.

Resources are purchased from the RE budget which is allocated from the main school budget. This budget will reflect the priority that RE is given in the School Development Plan for that particular year.

Assessment

Our pupils' work in RE is assessed in accordance with our Assessment Policy. We are not assessing degrees of spirituality but their knowledge, skills and understanding and we believe that it is important that their progress is recognized, just as in any other subject.

Inclusion

See Whole School Inclusion Policy

Evaluation

Evaluation is carried out to improve the teaching and learning of RE within Bury School in order that pupils make the greatest possible progress. The Subject Leader monitors the teaching and learning of RE in accordance with the school monitoring policy. In line with this policy the Governor responsible for RE is invited into school to evaluate provision. As with all evaluation, the Head Teacher has overall responsibility.

Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements; the analysis of teachers' planning; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.

Policy approved by Local Governing Body on:

This policy will be reviewed biennially.



	Autumn Term		Spring Term		Summer Term	
F	F1 God/Creation Why is the word "God so important to Christians Harvest: Saying 'Thank you'	F2 Incarnation Why do Christians perform nativity plays?	Celebrations and Special Times: What happens at a Festival?	F3 Salvation Why do Christians put a cross in an Easter garden?	Celebrations and Special Times: What happens at a wedding or when a baby is born?	Special Books: What can we learn from stories from different religions?
1	1.2 Creation Who made the world?	Celebrations: Advent & Christmas: Why is Christmas important to Christians?	Stories and Symbols: How do the stories from the gurus and the concept of seva affect Sikh children?	1.5 Salvation Why does Easter matter to Christians?	1.1 God What do Christians believe God is like?	Places in Christianity: What makes a Church a special place for Christian people?
2	Harvest: Who do we need to thank for the bread we eat? The Family in Christianity: What difference does belonging to a faith make to a family?	1.3 Incarnation Why does Christmas matter to Christians?	Self and Community: How does the Khalsa influence the lives of Sikh families?	1.5 Salvation (Digging Deeper) Why does Easter matter to Christians?	Why do Christians say the Holy Spirit is important?	1.4 Gospel What is the Good news Jesus brings?
3	2A.1 Creation / Fall What do Christians learn from the creation story?	Advent & Christmas: Who are the important people in the Christmas story?	2A. 2 People of God What is it like to follow God?	2A. 5 Salvation Why do Christians call the day Jesus died as Good Friday?	2A.6 Kingdom of God When Jesus left, what was the impact of Pentecost?	Why pray? Islam: Why is prayer important to Muslims and not for some people?
4	Harvest: How and why do Jews celebrate Sukkot? Is it fair?	2A. 3 Incarnation / God What is the Trinity?	2A. 2 People of God (Digging Deeper) What is it like to follow God?	2A. 5 Salvation (Digging Deeper) Why do Christians call the day Jesus died as Good Friday?	Judaism: What is important for Jews about being part of God's family?	2A.4 Gospel What kind of world did Jesus want?
5	2B .2 Creation / Fall Creation and science: conflicting or complementary?	Beliefs & Actions in the World: What can stories and images of deities tell us about the Hindu belief?	2B1. God What does it mean if God is holy and loving?	2B.6 Salvation What did Jesus do to save people?	2B.8 Kingdom of God What kind of king is Jesus?	Christians in other parts of the world: What is it like to be a Christian in Vellore, Nicaragua, Uganda?
6	Harvest: What can we learn about ourselves at Harvest time? Buddhism: What does it mean to be a Buddhist? Can we all be enlightened?	2B.4 Incarnation (Digging deeper) Was Jesus the Messiah?	2B.5 Gospel What would Jesus do?	2B.7 Salvation What difference does the resurrection make to Christians	2B.3 People of God How can following God bring freedom and justice?	Christian & Judaism Is religion what you say or what you do?