



## West Winch Primary School

### Religious Education Policy 2017

#### Aims and objectives

At West Winch Primary School we develop the children's knowledge and understanding of all major world religions, and we address the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on and respond to their own experiences
- develop an understanding of religious traditions and to appreciate cultural differences
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society

#### The legal position of religious education

Our school curriculum for religious education meets all legal requirements, which stipulate that religious education is compulsory for all children, including those in the reception class who are less than five years old. Parents can withdraw their child(ren) from religious education classes if they wish, although this should only be done once the parents have given written notice to the Headteacher. When a pupil is withdrawn the school will provide alternative arrangements. Teachers can refuse to teach religious education, but only after they have given due notice of their intention to the Headteacher. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Norfolk LA Agreed Syllabus and it meets all the requirements set out in that document. The RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

#### Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual

growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups. Children discuss religious and moral issues in various group situations, sometimes using ICT to support this. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **Curriculum planning in religious education**

We plan our religious education curriculum in accordance with the Norfolk LA Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. Planning for religious education is carried out at long, medium and short term phases. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1 and the Early Years Foundation Stage. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

### **Teaching religious education to children with SEN**

All pupils have access to the full range of activities involved in learning religious education.

### **Assessment and Recording**

Children's work in religious education is assessed by making informal judgements as we observe them during lessons. Work is marked once it has been completed using the school's agreed marking policy and comments made as necessary. A Rainbow Assessment Record is completed for each class at the end of each term.

### **Monitoring and review**

The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education and being informed about the latest initiatives in the subject.

Adopted: Spring 2018

Review: Spring 2020



**Heather Habbin - Chair of Governing Body**