



# LONG SUTTON COUNTY PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

## **Introduction**

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This policy outlines the teaching, organisation and management of Religious Education taught and learnt at Long Sutton County Primary School. We believe that Religious Education promotes the spiritual, moral, social, cultural and intellectual development of our pupils and helps them to gain a greater understanding of themselves and a more sympathetic awareness of the needs and beliefs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

### **Legal requirements**

The statutory requirements are to be found in the Education Act (1944) and the Educational Reform Act (1988)

1. Religious Education is part of the basic curriculum but not the National Curriculum. It must be taught accordingly to the locally agreed syllabus prepared by a specially convened standing conference.
2. R.E. must not be denominational but teaching about denominational differences is permitted.
3. R.E. must be provided for all registered pupils. (In the Foundation Stage this will be planned through PSED and KUW). Parents have the right to withdraw their children from R.E. lessons.
4. The Educational Reform Act (1988) states that 'R.E. must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.' The county syllabus meets the above requirements.

### **Our Aims**

The school's starting points are the two Attainment Targets in the county agreed syllabus:

- To develop knowledge and understanding of religion (learning about religion)
- To explore and respond to human experience (learning from religion)

### **We aim to:**

- Help each child develop a sense of his/her own identity and worth to grow in self-knowledge and confidence.
- Help each child develop his/her own beliefs so as to acquire a set of moral values that will guide their personal behaviour.
- Foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious convictions.
- Extend pupils' awareness that people do commit themselves to causes and beliefs.
- Help each pupil to develop capacity to form individual attitudes and beliefs based on considered opinions even though they may differ from the majority.
- Encourage respect, understanding and tolerance of those who adhere to different faiths and the ability to recognise prejudice.
- Foster feelings of wonder, delight and mystery and to reflect upon the natural world.

- Help pupils to reflect upon their own patterns of belief and behaviour through exploring religious beliefs and practices with particular reference to Christianity and other major world religions.

### **Curriculum Entitlement**

All pupils are entitled to Religious Education as laid down in the Lincolnshire Agreed Syllabus 2012.

Parents have the right to withdraw children from Religious Education activities. We will provide supervision for any child withdrawn.

### **Implementation**

R.E. is based on the Lincolnshire Agreed Syllabus but is often delivered as an integral theme through our creative curriculum.

During the Foundation Stage the children are encouraged to reflect upon and discuss their own experiences and begin to relate these to themes in stories and religious teachings.

In Key Stage 1, R.E. will focus on Christianity and Judaism, in Key stage 2 on Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism.

### **Cross-curricular links**

Owing to the broad nature of R.E., it will form natural links with a wide range of other curriculum areas e.g. English, Drama, Music, Art, History, Geography and PSHE. R.E. work will enforce cross-curricular elements e.g.: skills such as observing, questioning, discussing, evaluating and reflection; gender issues, citizenship and multi-cultural education,

R.E. will be taught through a range of teaching and learning styles including visitors, books, videos artefacts, visits and drama.

The teaching will involve links with the community including visits to the local churches.

### **Special Educational Needs**

All children are entitled to access the R.E. curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Materials have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively but fairly

### **Resources**

The school has a varied selection of R.E resources available and they include reference books for children, teacher resource books, photo & picture packs, limited artefacts, and newspapers. The school library has a good selection of children's history books which staff and children are both encouraged to borrow.

### **Assessment and Recording**

Assessment is ongoing and is recorded at the end of each unit. Evidence is gathered mainly through observation, oral discussion, written tasks and drawing. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors. Reference is made to The 8 level scale in the Lincolnshire Agreed Syllabus. The Foundation stage children are assessed through the Foundation Stage Profile.

**Review**

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

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Religious Studies