

R.E. Policy

Reviewed: Spring 2014

Next Review March 2016

VALUE STATEMENT

At Junction Farm Primary School we value R.E. because;

it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

-it prepares pupils for the opportunities, responsibilities and experiences of adult life.

Aims and purposes of Religious Education

RE at Junction Farm Primary School provides children with the opportunity to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other major world religions represented in Great Britain
- explore issues within and between faiths to help them understand and respect different religions beliefs values and traditions
- consider questions of meaning and purpose in life from beginning to end
- learn about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

Legal Requirements

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old.

The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse

to teach RE, but only after they have given due notice of their intention to the school governors. Our school RE curriculum meets all the requirements set out in the Stockton-on-Tees Agreed Syllabus document 2008-2013. School had adopted the Stockton New Agreed Syllabus. The ERA states that the R.E syllabus should reflect 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 practises of other major religions.

R.E at Junction Farm.

The teaching of 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. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Children are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to the children.

At each Key Stage a programme of study sets out what pupils should be taught. Lesson content is based upon the Stockton on Tees LA's Agreed Syllabus and is supported by the QCA schemes of work. Lesson content may be adapted to meet the needs of individual classes or to make links with other subject areas.

Spiritual, Moral, Social and Cultural Development

Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.

Cross-Curricular Connections

There have always been links between religion and the arts and consequently R.E fits naturally with subjects such as Art, Music, Physical Education, Drama and Dance. There have always been links between religion and the arts and traditions. Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to the children.

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Special Educational Needs

At our school we teach to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Where pupils have special needs which are not identified as being learning difficulties we will, as a school, endeavour to respond appropriately to their needs, including pupils who are more able and talented across the curriculum, as well as in R.E.

Equal Opportunities

We believe that it is important for all children to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have children of widely differing abilities, and that the children have different experiences of religion. We provide suitable learning opportunities

for all children by matching the challenge of the task to the ability of the child, and by providing a wide range of activities to address all learning styles. We use teaching assistants to support the work of individuals or groups of children where relevant and available.

Role of the Co-ordinator

- provide guidance to individual members of staff if required
- keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- review and monitor the success and progress of the planned units of work
- be responsible for the organisation and maintenance of RE resources.

Assessment and Record Keeping

All assessments are made in line with our school assessment policy.

Teacher assessments are made against the Statements of Attainment for each Key Stage as contained in the agreed syllabus.

Resource Management.

The school's R.E. resources are stored in the hall. We as a staff are responsible for returning R.E. equipment when we have finished using it.

Any damaged equipment should be reported to the R.E. co-ordinator as soon as possible.

We all agree that the quality and availability of resources must be maintained and that the children should value the school's equipment.

The R.E. co-ordinator will also ensure that new members of staff are aware of the R.E. resources available and have a clear understanding of the essential health and safety information contained within this R.E. Policy.

As funding allows, the range of resources will be updated and extended as necessary.

Health and Safety

Where children are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.