

KS1 Curriculum Policy

Religious Education (R.E.)

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Introduction

Aims

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

- to enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences

- To develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Great Britain.
- To affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect, and sensitivity for the traditions of other people
- To provide opportunities for the cultivation of pupils' spiritual, moral, social, and cultural development.
- To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live
- To enable pupils to develop an awareness and respect of the multi-faith community they are part of.

Planning and Delivery

The Religious Education curriculum will provide opportunities for children to develop the following skills and attitude.

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 studies in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize talks, where parents who observe certain religions can come in and talk/share special foods relating to their festival.

Contribution of religious education to the teaching of other subjects.

English

Religious education contributes significantly to the teaching of English within the school by actively promoting the skills of reading, writing and speaking and listening. Some of the texts that we use within literacy lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to participate in writing activities to develop their ability.

ICT

We use ICT where appropriate in religious education.

PSHE and citizenship

Through our religious education lessons, we teach the children about values and moral beliefs that underpin individual choices of behaviour. We encourage them to contribute in discussions such as keeping our school's Golden Rules and specifically adhering to our recently created Whole School Learning Charter. We promote the values and attitudes required for citizenship by teaching respect for others and the need for personal

responsibility. In general, by promoting tolerance and understanding of other people, we enable other children to appreciate what it means to be a positive member of society.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. 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 multicultural society. Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives. (Please refer to the school's PSHE policy).

Resources

A variety of resources will be used when appropriate, namely: books, artifacts, posters, VT, slides and people from local faith traditions.

Withdrawal

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should in the first instance, be raised with the subject leader, then referred to the principal. (There are no pupils withdrawn from RE at present). The school will deal with all matters relating to RE and parental choice with care and sensitivity. It is hoped that all concerned will see the curriculum as being open and sensitive to different religions and cultures with the aim of expanding children's understanding in accordance with fundamental values relevant to everyone.

Assessment and Record Keeping

At present there is no nationally laid down assessment framework. Although pupils will be encouraged to make personal responses these will not be assessed. Records will include information of core/optional units studied, information on pupils' experiences and outcomes of assessment with reference to evidence. Assessments in English, history and science as described in respective curricula will be pertinent to the evaluation of individual progress in RE, including the sequence of teaching and requirements for any additional help and support.