

**Religious Education Curriculum:**

**Policy & Practice**



**‘Differences were not meant to divide, but enrich.’ J H Oldham**

**Introduction**

Religious Education is taught as part of a cross-curricular approach. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

Religious Education is a compulsory subject and forms part of the National Curriculum. The RE syllabus used at Weald school follows the Kent Agreed Syllabus for Key Stage One and Key Stage Two.

**Character Education**

The characterqualities which will engender high quality Religious enquiry are:

**Curiosity; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Respect; Empathy and Responsibility.**

**Accountability**

This policy outlines the learning, teaching, organisation and management of RE at Weald CPS. The implementation of this policy is the responsibility of all teaching staff.

The role of the **Religious Education Leadership Team** is to:

* Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing RE.
* Update and oversee the audit of resources needed to deliver the curriculum.
* Monitor progression and evaluate the impact of the learning and teaching.
* Review regularly the curriculum content and pedagogy
* Keep up to date with developments in the teaching and assessment of RE

**Aims and Intent**

RE is an important part of the school curriculum and is taught relevant to the child’s stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people’s lives and how that faith is expressed in their daily lives and routines. The overall aims are:

* That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
* That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
* That children develop a sense of awe and wonder about the world around them.
* To help pupils understand some of the impact of religion throughout the world, it’s  influences on the lives of individuals and communities and its effect on the cultural  diversity of their own and other societies both present and past.
* To support pupils spiritual, moral, social and cultural development by encouraging self-awareness and self-respect.
* To help pupils develop their social and moral development by encouraging a positive  attitude and valuing the beliefs of others, however different from their own.
* To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.

**Implementation**

We follow the Kent Agreed Syllabus for Key Stage One and Key Stage Two.

In summary, Foundation Stage, Key Stage One and Key Stage Two study aspects of Christianity, Judaism, Islam, Hinduism, and Sikhism. We shall be following the ‘Understanding Christianity’ curriculum.

**Personal, social and health education and citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

**Spiritual, moral, social and cultural development**

Through RE and assemblies in school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognize 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 multi-cultural society. Children explore issues of religious faith and values and they develop their knowledge and understanding of the cultural context of their own lives.

**Teaching and learning style**

A wide variety of teaching and learning styles are employed to meet the wide needs and abilities of all learners. All their contributions and opinions are valued.

The use of religious stories and artefacts, artwork, multimedia resources, drama, puppets and cookery, as well as school visits, are some of the ways in which this is achieved.

All children will have had an opportunity to visit places of worship such as a church, a synagogue, a temple and a mosque during their time at Weald.

The use of IT, written work, pictorial representation and drama sketches capture what has been learnt.

Reflection and questions are encouraged and noted in class and recorded in their books and explored through Acts of worship.

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**Right of Withdrawal**

While we recognise the legal right of parents to withdraw their child from RE lessons if they so wish, we feel that it is a very important part of their education and one which strongly contributes to their development and the ethos of the school. All parents are therefore actively encouraged to allow their children to follow our RE syllabus.

**Attainment targets**

In order for the children to achieve in RE.

* To help children gain knowledge and understanding of the beliefs and practices of the major world religions represented in Great Britain
* To learn from religion by developing the children’s ability to make reasoned and informed judgments about religious issues, beliefs and practices and to reflect whether they may have significance in their own lives.

**Equal Opportunities**

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society that we live in without compromising the faith, non-faith or cultural background of any pupil.

The teaching of RE is approached considerately with respect to all religious beliefs and teachers must remain mindful of the PREVENT\* and British Values Policy\* throughout their planned approach to teaching RE.

(Please see the Equality Policy, PREVENT guidelines and British Values Policy.)

**Assessment**

Teacher assessments (TA) will be made from a variety of sources but most learning will be evidenced through children’s work and verbal knowledge and understanding of key skills.

**Monitoring and Evaluation**

The teaching and learning of RE will be monitored through pupil interviews, scrutiny of books/work samples and lesson observations.

**Impact**

The children at Weald Primary enjoy learning about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children will be able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.

**Health and Safety**

In line with the Health and Safety, Educational Visits and Supervision during extra-curricular activities policies*,* comprehensive risk assessments and safeguarding practices will be conducted when planning and carrying out RE activities.

**Resources**

We use IT resources, information from the school library, artefact collection, puppets and teacher resources.

We continue to add to our resources and give guidance to ensure that the staff have the resources they need and are up to date with any new developments.

There is a collaborative approach and good dialogue and sharing of ideas through the local school’s network and involvement with local churches.