



Roundwood Primary School  
RE Policy

## Religious Education Policy

### General Statements

We see Religious Education as a fundamental part of the curriculum, making a distinct contribution to pupil's learning by enabling them to:

- Develop in their knowledge and understanding, and their ability to respond to the principal religions represented in Great Britain
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions, and understand the influence of these on individuals, societies, communities and cultures
- Consider questions of meaning and purpose in life
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- Develop enquiry and response skills
- Reflect, analyse and evaluate the beliefs and practises and communicate their responses
- Simulate and develop relevant skills, experience and relationships for adult life in a plural society

RE is taught in our school because it makes:

*“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”.*

(releasing the potential, Ofsted 2013).

### Time Allocation

Taken from the Agreed Syllabus for RE 2013, Religious Education is taught as follows:

- Foundation Stage: Taught in addition to the Early Learning Goals



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- KS1: 36 hours per year (e.g. 50 minutes a week)
- KS2: 45 hours per year (e.g. an hour per week)

### RE Overview

The overview has been developed using the Agreed Syllabus for Religious Education (Bucks) 2011-2016

In the Early Years it is hoped that Religious Education promotes spiritual development in a number of ways. It should strengthen their personal and social development and foster their knowledge and understanding of the world.

It does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs, religious or otherwise.

In Key Stage 1 the children are introduced to Christianity, Judaism, Hindu and Islam.

In Key Stage 2 the children deepen their study of Christianity to encompass Catholicism and focus on the religions of Islam, Sikhism, Judaism and Hinduism (Year 5 and 6). Stories and festivals from other religious traditions may also be included at the teacher's discretion.

The Overview meets the requirements of the locally agreed syllabus and is aligned to the non-statutory guidance (RE in English Schools: Non-Statutory Guidance 2010, R.E. Realising the Potential, Ofsted 2013, A Curriculum Framework for RE in England, REC 2013.)

By following the Bucks Syllabus 2011-2016, we intend that Religious Education will:

- Adopt an enquiry based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these
- impact on personal, institutional and social ethics; and to express their responses.



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- Enable children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion and develops a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

### **Evaluation, Assessment and Reporting**

Ongoing assessment may take the form of observation, evaluating the lesson and looking at children's work. Constructive comments will be given to the children either verbally or in writing.

Weekly assessment/evaluations focus is specifically planned for in the teacher's lesson plans.

Overview sheets at the end of each enquiry and finally, when complete at the end of the year, should be passed to the Coordinator for moderating purposes.

Reporting within the school takes the form of parent's evenings and yearly reviews in the form of a school report at the end of an academic year.

### **ICT**

ICT will be used where appropriate opportunities arise and will be noted in the teachers' weekly planning.

### **Special Needs**

All pupils, including those with Special Educational needs, will be given access to the whole curriculum regardless of gender, race or physical ability.

Individual religious practises will be observed with discretion and empathy. Tasks will be differentiated accordingly.

### **Rights of Withdrawal from Religious Education**



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All parents have the right to withdrawal their child from RE and this must be clearly expressed to the Head Teacher and the Class Teacher.

This Policy was reviewed in June 2015 and will be reviewed annually.