Woodseaves CE Primary Academy
RE Policy

1. **GENERAL PRINCIPLE**

Woodseaves C E Academy is committed to promoting Christian values, RE plays an important part in achieving this school aim

2. **LEGAL REQUIREMENT**

The Education Reform Act (1988) places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. In 1998 RE was given equivalent status to the core subjects.

As an Academy Woodseaves CE school has chosen to follow the Guildford Diocese scheme of work as we feel it provides a comprehensive progression of concepts and skills which build year by year.

The school recognises the right of withdrawal of teachers, and of pupils at the request of their parents.

3. **RATIONALE**

RE is an important area in its own right.
It contributes to other areas of education and human experience (Aesthetic, environmental, ethical, political, social and spiritual)
It is an important part of the wider programme of spiritual, moral, social and cultural development. (Please see our SMSC policy)

Teaching and Learning about Christianity
Christianity is the majority study in RE at Woodseaves CE Academy. Understanding Christianity as a living religion is the foundation of pupils' Religious Education in our school. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Pupils are enabled to deepen their understanding of God as encountered and taught by Christians.

Teaching and learning about other faiths and world views
Woodseaves Academy as a Church school has a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils gain greater insight into the world in which they are growing up. They are also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

5. AIMS AND OUTCOMES OF RELIGIOUS EDUCATION

The aims of Religious Education at Woodseaves CE Academy are:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for and expression of truth
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

The outcomes for pupils at the end of their education are that they are able to:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

6. MANAGEMENT

The RE Co-ordinator is responsible for;

- developing and updating the R.E. policy
- review policy documents on a regular basis
- producing a scheme of work for the school
- review and update the R.E. scheme of work
- to keep abreast of developments in R.E.
  In order to achieve this Woodseaves CE Academy buys into support from CECET with the Coordinator attending termly update meetings. The school also benefits from working with a Diocesan Advisor.

7. 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 religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes 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 studies in the RE curriculum.

Our teaching and learning styles 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 organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues. Sometimes they prepare presentations and share these with other members of the school in Collective worship.

CONTRIBUTION OF RELIGIOUS EDUCATION TO THE TEACHING OF OTHER SUBJECTS

ENGLISH

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour 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 write letters and record information in order to develop their writing ability.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Through our religious education lessons, we teach the children about the values and oral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. 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 pluralistic society.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Through teaching religious education 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.

ASSESSMENT AND RECORDING

Pupils are assessed against statements of attainment and progression for each of the two strands 'Learning from Religion' and 'Learning about Religion'. This is recorded on a pupil record sheet for each Year Group.

RESOURCES

We have resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a supply of RE topic books to support the children's individual research.

Monitoring is done by the Headteacher who is subject leader.

Evaluation will be done through:-scrutiny of pupils work, assessing plans, informal and formal discussions with staff, observation of lessons, analysing data and speaking to pupils.

Effective planning will ensure progression, continuity and subject coverage throughout the school.

ICT

ICT is seen as a tool to enhance the quality of provision and should be used as and when appropriate.

SPECIAL EDUCATIONAL NEEDS

Provision will be made for pupils with special educational needs, where this affects their ability to participate and achieve. The curriculum will be differentiated through the use of differing pupil groupings, adapted equipment, and differing levels of pupil activity. Children may need the support of a classroom Assistant to help them access the Curriculum.