

WHITCHURCH PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

1. Legal Requirements

1.1 Religious Education should be taught in line with the requirements set out in the Oxfordshire Statutory Requirements 2007 Agreed Syllabus.

1.2 Religious Education must be provided for all registered pupils in full time education except for those withdrawn at their parent's request.

1.3 A locally Agreed Syllabus must reflect the fact that 'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

1.4 In schools where an agreed syllabus applies, Religious Education must be non-denominational. Teaching about denominational differences is permitted.

2. The importance of R.E.

2.1 As stated in the Agreed Syllabus Religious Education should:

- provoke challenging questions about the ultimate meaning and purpose of life,
- beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offer opportunities for personal reflection and spiritual development
- enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures
- encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging, and enable
- them to flourish individually within their communities, and as citizens in pluralistic society and global community
- play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promote discernment enabling pupils to combat prejudice.

3. The value of R.E. and its contribution to the whole school curriculum

3.1 R.E. actively promotes the values of truth, justice, and respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others
- the role of the family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth

3.2 Religious Education also recognizes the changing nature of society including changes in religious practice and expression, and the influence of religion on the local, national and global community.

3.3 It also contributes to the 'Every Child Matters' agenda, citizenship, health education and it promotes moral, social and cultural development.

4. The Aims of R.E.

4.1 The aims of Religious Education are encompassed by the Attainment Targets and the development of specific attitudes.

4.2 ATTAINMENT TARGETS: The two Attainment Targets *Learning about Religion (AT1)* and *Learning from Religion (AT2)* provide the aims and direction for teaching and learning in Religious Education.

4.2.1 *Learning about Religion* includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation and includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils will develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

4.2.2 *Learning from Religion* is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

4.3 ATTITUDES IN RELIGIOUS EDUCATION: While the knowledge, skills and understanding outlined in the attainment targets are central to Religious Education, it is also vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education and should be developed at each stage:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

5. The R.E. Curriculum

5.1 R.E. is taught through a thematic focus week once every other term. Religions covered are: Christianity, Buddhism, Hinduism, Islam, Judaism, and Sikhism.

5.2 As much as possible R.E. will be integrated into the creative learning journey, in particular in Key Stage 2. R.E. will be taught through a range of teaching and learning strategies including visits to local places of worship, visitors from specific religions coming into school and use of first hand resources.

6. Resources

6.1 Whitchurch has a range of books available in our library. Any additional resources for R.E. focus weeks will be sourced from outside organizations by the R.E. coordinator.

7. Assessment, Recording and Reporting

7.1 R.E. will be assessed annually through the 'Can do' statements as outlined by the Oxfordshire Statutory Requirements. R.E. will be assessed through 'Learning about Religion' (AT1) and 'Learning from Religion' (AT2). An annual report will be written for parents to communicate children's progress in R.E.

7.1 The role of the R.E. coordinator is as outlined in the job descriptions of coordinators.

8. Rights of Withdrawal

8.1 Pupils: A parent may request that their child is wholly or partly excused from receiving Religious Education given in accordance with the Agreed Syllabus. Schools should have procedures in place to deal with such requests.

8.2 Teachers: A teacher may not be required to teach Religious Education (although this may not be the case in a school with a religious foundation).

Status of this Policy: APPROVED

Date approved by Governing Body: 1st February 2010

Lead contributions from:

Staff: Charlotte Harris

Governors: Nicola Broughton-Smith