



Dringhouses Primary School

Religious Education Policy

RELIGIOUS EDUCATION POLICY

Rationale

- Religious Education (RE) contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities.
- Teaching should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.

Principal Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Child-Friendly Principal Aim

'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

(City of York Agreed Syllabus for Religious Education 2016-2021)

Objectives

The aims of Religious Education at Dringhouses Primary School are to help the pupils to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in the UK.
- Develop an open, sensitive and reflective approach to appreciating and respecting varied religious beliefs, values and practices.
- Relate what they learn to make reasoned and informed judgements about religious and moral issues.

Curriculum

Children are entitled to:

- Develop, through a variety of experiences and activities, the necessary concepts, skills and attitudes for a continuing exploration of religion.
- Develop a sensitive and informed understanding of the major world faiths.
- Be able to relate religious beliefs, values and practices to their own and others' experience of life.
- Teachers following the guidance and programmes of study in the City of York Agreed Syllabus for RE (2016-2021).
- Using interesting and varied teaching methods, such as drama, art and ICT, ensuring it is accessible to pupils of all abilities and learning styles.
- Welcoming visitors who can share their faith and experience with pupils.
- Pupils visiting places of worship within the local and wider community.

4–5s - Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

5–7s - Key Stage 1

Christians and Muslims or Jewish people

7–11s - Key Stage 2

Christians, Muslims, Hindus and Jewish people

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. Children also experience a link with the local church and, wherever possible, visit three times in the academic year for Harvest Festival, Christmas and Easter services.

Spiritual, moral, social and cultural development (SMSC)

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.

Organisation

RE may be taught through our Learning Projects in a cross-curricular way, where appropriate. The expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE.

Reception

4–5s: 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision

Key Stage One

5 –7s: 36 hours of tuition per year

(e.g. one hour per week, or less than one hour per week plus a series of RE days)

Key Stage Two

7–11s: 45 hours of tuition per year

(e.g. one hour per week, or a series of RE days or weeks amounting to 45+ hours of RE)

The RE subject leader uses medium-term plans to monitor time allocation throughout the school.

Monitoring

Religious Education is monitored by the subject leader who has termly subject leader time in which to do this formally and informally. Part of the monitoring process will involve the subject leader monitoring planning, teaching and the standard of pupils' work in their books.

Resources

Maintenance of resources is the responsibility of the subject leader. A list of resources, such as books, artefacts, and DVDs is available to staff. Resources for RE are all kept centrally in the school library cupboard.

Policy Review date: 05 March 2018

Signed:

Chair of S&E

Next Review Due: Spring 2021