



Horton St. Michael's CE First School and Nursery

POLICY FOR RELIGIOUS EDUCATION

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Rationale

The study of religious education is seen as an important part of our school curriculum. It links with the aims of our school as we wish to foster a Christian ethos, as a church school in the Anglican tradition. We nurture qualities of tolerance, compassion, empathy, understanding and a respect for other religions and beliefs.

Aims

This policy aims to show how our school intends to fulfil its legal obligation to deliver Religious Education and how and where we can go beyond that to create a stimulating and exciting curriculum, which will meet the future needs of the children. In common with the Collective Worship policy, our school recognises the right of parents to withdraw their child from learning which has a religious content.

Content

The R.E. process is engaging children in discovery and self-understanding. The main aims of R.E. fall into two broad categories:-

- Learning about religion (knowledge and understanding of religion)
- Learning from religion (applying this knowledge and understanding to pupils' own experiences and values) these two main aims are further expanded into two areas of learning (four attainment targets)
- **Learning about religion**

a) **Religion** - exploring and understanding religious beliefs and practices and their influences on society

b) **Meaning** - finding meaning in religious language and imagery.

- **Learning from religion**

a) **Issues** - exploring and understanding spiritual, moral and social issues

b) **Lifestyle** - developing personal stances on related issues.

Spiritual Development

The spiritual development of pupils is not the unique preserve of Religious Education. We ensure that within the curriculum pupils are given space to grow as people and to recognise within and beyond themselves forces and insights which transcend the limits of their everyday lives. For example this may take the form of delight in their creativity, stillness before a mystery, awareness that truth lies beyond the surface of things, being moved by a sense of compassion or sense of justice, being touched or helpless before intense beauty or suffering, or even having a sense of humour. It may also mean having a personal commitment to an ideal or religious view of life.

The contribution of RE

RE uses and develops skills and knowledge from many areas of the curriculum, in particular, Science, English, History, Art, ICT, Music and PSHE. Appreciation of the nature of religious study and the contribution it makes to society will encourage children to develop a sense of their responsibilities as members of society and of the contribution they make to it. Learning in RE contributes to personal development by encouraging wonder and curiosity, and a respect for the richness of life.

Syllabus

Commercially produced schemes of work are not used in RE. The Staffordshire Agreed Syllabus and the curricular guidance for the Foundation stage (SACRE) form the basis of all topic planning and teachers will, when appropriate, select relevant material from the selection of teacher and pupil resource material available in school.

Special Education Needs

The programme of study is taught to the vast majority of pupils in the school in ways appropriate to their abilities. As children are taught in mixed ability and mixed age classes, whole class teaching is balanced with group work in order to address the particular needs of pupils with above and below average abilities. Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability. ICT is regularly used as a teaching and learning multi-sensory tool. Care needs

to be taken to ensure that children with particular difficulties e.g. language or reading, have their individual needs met, bearing in mind the fact that children can learn much about and from religion, without being literate.

Foundation Stage Our approach to R.E. and spiritual development in the Early Years needs to ensure that the children feel safe in sharing their own experiences, while giving them the opportunity to learn about and from the experiences of others. We recognise that young children learn best when dealing with the tangible, using a practical approach which excites and motivates them. The aims for the Foundation Stage and principles for early years education are also applicable to learning and development in Religious Education. These aims and principles are put into practice in creating appropriate opportunities for young children to learn about and from religion and to develop their awareness of the spiritual aspects of life. Religious Education February 2017

Equal Opportunities Religious Education is planned to promote equal opportunities for all children whatever their ethnicity, culture, religion, home language, family background, special needs, gender or ability.

Conclusion This policy should have a positive effect on the teaching and learning of RE in the school by encouraging clear thinking and a consistent approach throughout the school, with a view to improving performance and raising standards.

'Learning, laughing and playing together in God's hands'