

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

Religious Education Policy

Introduction

The school Mission Statement states:

By working together in an exciting, creative and supportive Christian environment we will challenge and inspire every child to become highly literate, numerate, sociable and healthy, with a thirst for continued learning and a belief in their ability to positively contribute to society.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes the Christian vision and values through the experience it offers to all its pupils.

The school's RE Curriculum, based on the Somerset Agreed Syllabus for Religious Education, provides discrete support for our school ethos whilst the everyday life of our school further underwrites this.

The school actively promotes a set of shared values in which every pupil, teacher, parent and governor has an important part to play. Our core values are:

friendship

service

endurance

thankfulness

hope

forgiveness

These values are reflected in the expectations governing the behaviour of pupils and staff, relationships between pupils and staff, attitudes to work and play, and finally looking outwards to the local community and further afield.

A programme of study has been developed to address the more explicit content of the R.E. syllabus. This is taught by the Class teacher and is timetabled as a 'block of teaching' on a certain topic.

Religious Education has a very important part to play in developing a well adjusted child equipped for future life. As teachers, therefore, we must provide our pupils with a broad and balanced introduction to Christianity, within the global context of R.E. Also, as all children have both negative and positive experiences, it is important that we help them acknowledge both these experiences and enable them to learn from them; by doing so children find meaning and purpose in their lives.

The Legal Requirement

The Education Act (1996) (as confirmed and updated by the Education Act 2002 and the School Standards and Framework Act 1998) requires that

1. religious education should be provided for all pupils in full-time education except for those withdrawn at the request of their parents [s352 (1) (a)]. This will include children in Reception Classes, Post-16 students in Local Education Authority and Voluntary Controlled schools and pupils with Special Education Needs.
2. religious education in Community and Foundation and Voluntary Controlled Schools should be taught in accordance with an agreed syllabus (s376-377).
3. as part of the curriculum, religious education should play its part in promoting the 'spiritual, moral, cultural, mental and physical development of pupils' [s351 (1) (a)]
4. an agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain' [375 (3)]. NB This is not the same as the order for acts of Collective Worship to be 'wholly or mainly of a broadly Christian character'.
5. The 2002 Education Act identifies a basic curriculum consisting of the National Curriculum and religious education. The **minimum** time required to teach the syllabus in sufficient depth and breadth is provided below.
 - Foundation Stage: 36 hours per year
 - Key Stage 1: 36 hours per year
 - Key Stage 2: 45 hours per year

Aims

The three statutory aims of the curriculum are to develop successful learners, confident individuals and positive contributors. RE has a vital role to play in the development of these core aims.

RE helps pupils become **successful learners** by enabling them to:

- develop important skills, knowledge and understanding in RE;
- build progression from simple skills such as naming recognising and recalling, to complex and demanding skills such as synthesis and critical evaluation;
- develop understanding of both learning about and from religion and belief;
- access lively, challenging and compelling learning experiences which stimulate their mental, emotional and social development;
- engaging with powerful and important questions of meaning and complex, demanding ethical issues;
- understand both conflict and collaboration within and between religions and the importance of inter-faith dialogue;
- reflect upon and evaluate the role of religion and belief in the world today;
- mature in their spiritual moral, social and cultural development;
- build effective links between their learning in RE and other subjects;
- know how well they are doing in RE and how to improve their learning.
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RE helps pupils become **confident individuals** by enabling them to:

- develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder;
- share their own views, ideas and experiences, in a supportive learning environment, without fear or embarrassment;
- develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues;
- develop both dependant and inter-dependant learning in RE;
- express their own ideas and responses in a variety of ways such as creative writing, oral work, the use of ICT, drama, story and music;
- engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings.
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RE helps pupils become **responsible citizens** by enabling them to:

- develop both respect and sensitivity to other people's beliefs and values;
- learn about and from the contribution of religion and belief to Community Cohesion through engaging with school, local, British and global communities;
- actively contribute to RE lessons through group and class discussions;

- learn about and from the diversity of faith and beliefs in their local, wider, British and global communities;
- analyse how and why religion and belief are portrayed in the media;
- critically evaluate the role and place of religion in the world;
- enrich their learning through visits and visitors;
- investigate and reflect upon their rights and responsibilities;
- develop the key attitude of open mindedness, sustaining their own views, agreeing and disagreeing respectfully and listening carefully to others.

Attainment Targets

There are 2 attainment targets:

1. Learning about Religions

This includes the ability to:

- identify, name, describe and give accounts in order to build a coherent picture of religious beliefs about the spiritual dimensions of life;
- explain similarities and differences between, and within, religious practices and lifestyles;
- explain the meaning of religious language, story and symbolism.

2. Learning from Religion and Human Experience

This includes the ability to:

- reflect on aspects of human nature, identity, personality and experience especially in the light of one's own beliefs and experience;
- identify and respond to questions about the nature and purpose of life on earth;
- give an informed and considered response to religious and moral issues.

Cross Curricular

Opportunities for awe and wonder are planned across curricular areas.

Skills in Religious Education

The following skills are central to Religious Education, and should be reflected in learning opportunities:-

- a) Investigation – this includes:
 - asking relevant questions;
 - knowing how to use a variety of sources in order to gather information;
 - knowing what may count as good evidence in understanding religion(s).
- b) Interpretation – this includes:
 - the ability to draw meaning from artefacts, works of art, poetry and symbolism;
 - the ability to interpret religious language;
 - the ability to suggest meanings of religious texts.
- c) Reflection – this includes:
 - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, ultimate practices and questions.
- d) Empathy – this includes:
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
 - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
 - the ability to see the world through the eyes of others, and to see issues from their point of view.
- e) Evaluation – this includes
 - the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
 - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- f) Analysis – this includes
 - distinguishing between opinion, belief and fact;
 - recognizing bias, caricature, prejudice and stereotyping;
 - distinguishing between the features of different religions.
- g) Synthesis – this includes
 - linking significant features of religion(s) together in a coherent pattern;

- connecting different aspects of life into a meaningful whole.

- h) Application – this includes
 - making links between religion, and individual, community, national and international life;
 - identifying key religious values and their links with secular values.

- i) Expression – this includes:
 - the ability to articulate ideas, beliefs and values;
 - the ability to respond to religious ideas, beliefs and questions through a variety of media.

- j) Self-understanding – this includes:
 - the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Attitudes in Religious Education

Attitudes such as respect, care and concern should be promoted through all areas of school life. In this way religious education contributes to the whole school ethos.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be included:

Curiosity – this includes:

- being willing to explore religious ideas through reflection, empathy and imagination;
- being willing to look beyond surface impressions;
- looking for answers and seeking after truth;
- searching for meanings in life;
- being willing to consider the personal relevance of religious questions.

Fairness – this includes:

- listening carefully to the views of others;
- being prepared to acknowledge bias in one's own views;
- being prepared to consider evidence and argument;
- making reasoned judgements about what is worthy of respect and what is not.

Respect – this includes:

- recognizing the needs and concerns of others;

- avoiding ridicule;
- recognizing the rights of others to hold their own views;
- appreciating that people's religious beliefs are often deeply felt;
- developing a balanced sense of self-worth and value.

Multicultural and Special Needs

The study of RE will be developed through a range of activities and resources. Their use will be carefully planned to take account of the differing ages and abilities of the pupils. As well as recognizing individual differences in ability it is important to recognize and accept individual differences in emotional, social, cultural and personality development.

Coverage of Religions at Key Stage 1 and Key Stage 2

At each Key Stage there are requirements for which religions are to be studied.

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| <i>Key Stage 1</i> | Christianity plus at least ONE other religion, from: Hinduism, Islam or Judaism |
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| <i>Key Stage 2</i> | Christianity plus at least THREE other religions: Hinduism, Islam and Judaism |
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Monitoring and Recording Pupils' Attainment

The Somerset Agreed Syllabus allows for assessment against the essential core or learning goals (2019). RE co-ordinator has produced assessment sheets which are used throughout the school to monitor ARE, subject coverage and areas for improvement.