

# Beresford Memorial CE (VA) First School

'Loving and Learning Together with God'

*'I give you a new command; love each other. You must love each other as I have loved you.'* John 13:34



## Religious Education Policy

## RELIGIOUS EDUCATION POLICY

Beresford Memorial CE (A) First School is committed to enabling each child to develop confidence, independence, enjoyment and an enquiring mind.

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

### LEGAL REQUIREMENT

As a Church of England Aided school Beresford Memorial CE (A) is not bound by statutory provision. In the Aided School RE is according to its Trust Deed, and based on the guidelines issued by the Lichfield Diocese through its RE Resource Handbook Second Edition (1999)

The school has also taken account of the Staffordshire LA Agreed Syllabus. The school recognises the right of withdrawal of pupils by their parents, but works actively to promote participation by all pupils.

### RATIONALE

Religious Education 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.

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| Spiritual | widening pupils vision of themselves and their own experience, within the context of a growing awareness and understanding of God. |
| Moral     | helping each pupil develop their own informed values.  |
| Social    | helping pupils understand some major forces shaping the values in our society.   |
| Cultural  | aiding pupils in exploring aspects of their own cultural heritage and in developing positive attitudes towards diversity.          |

## THE NATURE OF RELIGIOUS EDUCATION.

The essential elements of RE are embodied in the 3 Attainment Targets from the Diocesan Guidelines:

- AT2 Knowledge of Religious beliefs, teaching and practices (learning ABOUT)
- AT1 The child's own personal understanding and response (learning FROM)
- AT3 Relationships and lifestyles (learning FROM).

## AIMS OF R.E.

- To explore the Bible as the foundation document of Christianity, especially its accounts of the life, teaching and significance of Jesus Christ and of the early Christian community.
- To enable pupils to engage with Christian concepts and beliefs concerning God, the world and humanity.
- To promote an awareness of and insight into some non-Christian faith communities in Britain and in the world.
- To assist and encourage young people to experience Christian life and worship including the use of the church's year and links with the local Christian community
- To teach Religious Education in a way that encourages the children to ask profound questions.

## MANAGEMENT

The RE subject leader is responsible for:

- Ensuring Religious Education has status within the school
- A detailed scheme of work
- Supporting staff in their planning and delivery of RE
- Auditing and recording current resources, supplementing resource provision and disseminating this information to staff.
- Undertaking personal development in this area and ensuring there is provision for staff training
- Monitoring RE provision
- Developing assessment strategies
- Creating and reviewing an action plan annually.

## LEARNING AND TEACHING

The main teaching activity may vary in its structure, it may consist of class, group, paired or individual teaching and independent activities.

- The objective and success criteria of each lesson is made clear
- Time is given for pupils to reflect, consolidate and apply their learning.
- Planning is organised into units of work
- Discussions take place between staff on resources, teaching approaches and assessment.

The learning opportunities pupils have will include:

- Asking questions
- Debate and discussion
- Evaluating different kinds of evidence
- Experience of religious festivals and customs
- Experience of the use of sounds, actions, art and symbol in religion
- Expressing ideas and feelings through a variety of media
- Exploring religious writings
- Finding out about the life of religious communities
- Handling artefacts and special books
- Investigating the link between behaviour and belief
- Reflecting on personal experiences
- Taking responsibility for their own decisions and actions
- Talking about values, beliefs and experiences
- Talk to believers
- Visit to places of worship.

## ASSESSMENT, RECORDING and REPORTING

Assessment is through group/individual discussions, teacher observations and marking of any children's work. Children will record their learning in a number of ways of which written work is only a small part in KS2. RE is reported on in the annual report to parents. Assessment for Learning plays an important part in RE as in all other subject areas.

## EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The school aims to give all children, regardless of race, disability and class equal access to the Religious Education curriculum, according to their level of ability, and equal access to all equipment and all activities.

## ICT IN THE RELIGIOUS EDUCATION CURRICULUM

A multisensory approach is encouraged through the use of interactive whiteboards, computer programmes, the internet and other technologies.

## EARLY YEARS FOUNDATION STAGE

RE is taught within the EYFS both discreetly and across the other 6 areas of learning. This is delivered by the class teacher.

## MONITORING AND REVIEW

There will be monitoring of teaching and planning over the period of 2 years. The schemes of work, assessment procedures, staff development and resource will be reviewed on an annual basis.