



# RE Policy

Approval Requirements	Headteacher
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Signed – Headteacher	

## Park Way Primary School

### RE Policy

#### **1. Aims and Objectives**

**1.1** Religious education enables children to investigate and reflect upon key 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. We help children learn *from* religions as well as *about* religions.

At Park Way the main aim is to make children aware of the different beliefs and values people hold in our local community and the wider world. Children learn not only about Christianity but also Hinduism, Judaism, Islam and Humanist views during their time at Park Way. Children gather information and through opportunities encounter people whose cultures, beliefs and behaviours are different from their own in order to develop a respectful attitude and enjoy the variety of different cultures in the U.K.

**1.2** The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop and promote a tolerant understanding of and a respect for religious believers in our multicultural society;
- develop investigative and research skills to enable them to make reasoned judgements about religious issues;
- have respect for other people's views and to celebrate the diversity in society.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;

#### **2. The legal position of religious education**

**2.1** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) and the School Standards and Framework **Act** 1998. The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Kent Agreed Syllabus for Religious Education which meets all the requirements set out in the ERA and supports SMSC, British Values, Anti-radicalisation, Critical thinking and Growth Mindset, Personal Development, and Ofsted outcomes

#### **3. Teaching and learning style**

**3.1** 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.

**3.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Ramadhan and Passover (amongst many other) to develop their religious thinking.

**3.3** We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open ended and can have a variety of responses;
- providing scaffolding to enable all pupils to access the learning
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and scaffolding tasks for each ability group;
- providing resources of different complexity adapted to the ability of the child;

### **3.4 RE can be taught through:**

- role play and drama;
- storytelling;
- songs and music;
- discussion and debate;
- topic work;
- reflection;
- use of visitors;
- use of local community;
- radio, television, films and videos.

## **4. Curriculum planning in religious education**

**4.1** We plan our religious education curriculum in accordance with the Kent Agreed Syllabus for Religious Education. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

## **5. Foundation stage**

**5.1** We teach religious education to all children in the school, including those in the Apple and Pear classes.

**5.2** In EYFS classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **6. Contribution of religious education to the teaching of other subjects**

### **6.1 English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

### **6.2 Information and communication technology (ICT)**

We use ICT where appropriate in religious education. Children may also use ICT to research, review, modify and evaluate their work, and to improve its presentation.

### **6.3 Personal, social and health education (PHSE) and Citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

### **6.4 Spiritual, moral, social and cultural development**

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, therefore, they develop their knowledge and understanding of the cultural context of their own lives.

## **7. Resources**

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of learning. There is a set of Bibles for both key stages and a collection of religious books, artefacts and picture books which we use to enrich teaching in religious education. The school library has a good supply of RE books.

## **8. Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's learning and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.