

Bishop Hooper CE Primary School



Religious Education Policy

Rationale

Legislation relating to the provision of Religious Education was consolidated by the Education Act 1996. It reaffirmed that R.E is part of the basic curriculum and "should be taught to all pupils in full time education" and "shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of the other principle religions represented in Great Britain".

Principles

With the whole experience of learning being set within a Christian environment, religious education in our church school aims to help our pupils achieve a personal awareness of God in their everyday perceptions of the natural and material world. Their learning and development will also be facilitated, by exploring religious beliefs and practices. It is our intention that this should occur in an environment, which encourages reflection.

In addition the teaching staff at Bishop Hooper CE School acknowledge: -

- That the children need to develop their own beliefs and values, and a pattern of behaviour, which is consistent with these.
- RE has a particularly important contribution to make to the spiritual, social and moral development of children.
- The right of individual teachers to exempt themselves from teaching RE and that of parents to withdraw their children from RE lessons is a legal requirement.
- As in all other subject areas, the teaching of RE will be related to the ages and individual abilities of the children, taking into account special needs and previous learning experiences.
- RE has a crucial and unique contribution to make towards children's greater understanding of our increasingly pluralistic society.

- RE does not make assumptions about, or set preconditions for, the personal commitments of teachers and children.

Aims

The aims of our Religious Education Policy are: -

- To put into practice the Shropshire Agreed RE Syllabus 2014 (SACRE) throughout Key Stage 1 and 2, together with the document 'Religious Education in English Schools: Non Statutory Guidance 2010.
- To help children understand some of the practices and beliefs of the major world religions, with due emphasis being given to Christianity.
- To develop an awareness that many people believe that human life depends upon an ultimate being or a sustaining creative power often referred to as God.
- To develop an awareness of a spiritual dimension to life.
- To develop an awareness, understanding and appreciation of the broad religious, spiritual and ethical heritage locally, nationally and internationally.
- To help children reflect upon their own and other's experiences of the mysteries of life and to help them recognise the significance of awe and wonder in religious belief.
- To learn about religious and ethical teaching enabling children to make reasoned and informed judgements on religious and moral issues.

Guidelines and Practice

The teachers of Bishop Hooper Primary School should be prepared to support the overall ethos of the school and the Shropshire Agreed Syllabus has been designed "to enable all teachers, whatever their personal belief or standpoint, to educate all children in this area of experience." The overall criteria should be the teacher's openness to the opinions of others.

As the children progress through the school, the curriculum will provide opportunities for them to develop certain concepts, skills, attitudes and values.

Concepts	belief, worship, religious lifestyle, symbols and guidance.
----------	---

Skills	investigation/ exploration, communication/self-expression, understanding/ application, sensitivity/empathy, questioning/enquiry, self - understanding, sharing, reflection.
Attitudes and values	curiosity, respect and consideration, imagination, sensitivity, confidence and understanding, commitment and fairness.

The strategies used by each teacher may vary, but the RE teaching at all levels will include opportunities for: -

- Discussion and sharing of experiences and thoughts, with opportunities to reflect.
- Creative Work-Art, Music, Drama
- Use of ICT, video.
- Use of books, poems, posters, photographs.
- Collaborative activities -whole class, group work.
- Use of secular and sacred stories as a starting point.
- Posing unanswerable questions for exploration and reflection.
- Visit places of Worship
- Observe and handle religious artefacts.
- Visitor of different faith and traditions.

Planning and Delivery

At Bishop Hooper CE Primary School, R.E is delivered using SACRE (Shropshire Agreed Syllabus for Religious Education 2014.) It is an exploration, reflection or investigation of appropriate questions. In addition, the Telford and Wrekin SACRE RE Scheme of Work 2014, has also been incorporated into our long term planning in order to provide staff with a wealth of additional resources and teaching ideas and promote outstanding teaching in RE.

The Religious Education curriculum is based on two attainment targets: -

Attainment Target 1 - Learning about Religion

Attainment Target 2 - Learning from Religion

Attainment Target 1

The children must have the opportunity to find out about:-

- Beliefs and Teachings
- Practices and Lifestyles
- Forms of religious expression and language.

Attainment Target 2

The children must have opportunities to explore and respond to issues relating to: -

- Identity and Experience

- Meaning and Purpose
- Value of Commitments

In line with SACRE, the children will study: -

- KS1 -Christianity and Judaism
- KS2 -Christianity, Judaism, Islam and Sikhism, with inclusion of other beliefs, when appropriate and relevant to widen experience.

KS1 and KS2 pupils will have at least one hour of RE teaching each week. In order to facilitate quality teaching, staff may choose to block sessions where appropriate, providing time for questioning and reflection.

Staff ensure that more time is allocated to Christianity throughout the year, within the parameters of the syllabus followed.

The 'Religious Questions' explored

Who am I?	Personal understanding
How should we relate to others?	Relationships
How should we relate to the Natural World?	Natural World
How do we say what we believe?	Belief and the Expression of Belief

Special Educational Needs

All pupils with special educational needs are entitled to the same broad and balanced curriculum as all other pupils. Careful planning and differentiated work, based on the syllabus, where appropriate, will aid children with special educational needs towards at least the basic understanding of RE issues.

Assessment

It is anticipated that not all aspects of the two attainment targets will be recorded at any one time, but that there will be selection, commenting on the range of statements of attainment throughout the key stages.

Reference should be made to 'The Road Milestones' for Attainment Target 1 and 'The Progress and Progression Wheel' from the SACRE folder, for progression. The milestone statements can be used to judge the extent to which pupils' attainment relates to expected levels. In addition, each class has an RE Journal, in which staff record through photographs and captions the learning which is taking place.

The law requires that parents receive a specific annual report on RE. This should indicate the progress made along with significant strengths and weaknesses.

Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However we hope all parents and teachers would feel comfortable with the type of Religious Education being taught at our school.

Persons responsible: K.Phelps/Reverend Kelvin Price
Date policy approved and adopted by Governors: May 2011
Reviewed: May 2013, May 2015
Next review due: May 2017

