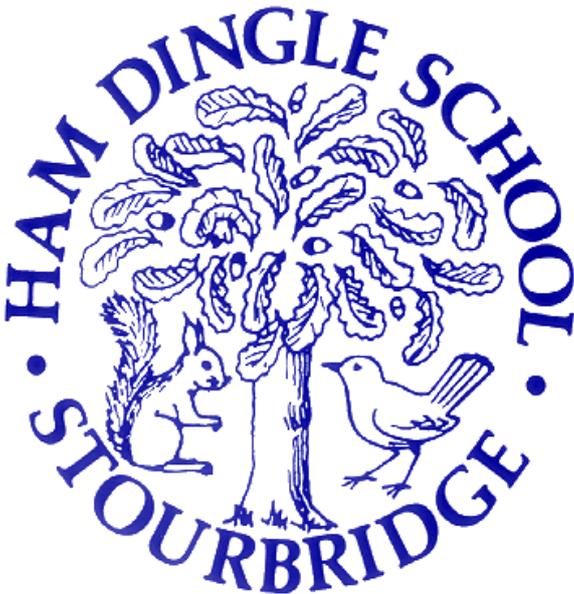


Ham Dingle Primary School



Religious Education Policy

Responsibility for monitoring this policy: Sally Thorogood

Reviewed September 2018

Approved by Governing Body.....Mr George Craig - Chair of Governors

Curriculum Policy for Religious Education

1. Introduction:

1.1 The Education Reform Act 1988 requires that Religious Education shall be provided for all pupils as part of the basic curriculum, that it shall have equal standing with other foundation subjects, and will be based on a locally agreed syllabus.

1.2 To fulfil these requirements, Religious Education at Ham Dingle is provided for all pupils and provision is made for pupils to be withdrawn at the request of their parents, in writing, addressed to the Headteacher. The Headteacher will arrange a meeting to discuss this.

2 The Nature and Rationale for the teaching of Religious Education:

2.1 We seek to introduce children to religion as a joyous experience and affecting experience.

2.2 In our school we are attempting to give the children an introduction to the six principal world faiths by the end of Key Stage 2. Christianity will be the major faith studied throughout both Key Stages, with Islam being a continuous element across both Key Stages. Aspects of Judaism and Islam will be introduced in Key Stage 1. Islam will be further developed in Key Stage 2 together with Hinduism, Sikhism and Buddhism.

2.3 Our aims in Religious Education are:

- To promote tolerance of and sensitivity towards those with religious beliefs different from our own;
- To help children to face and come to terms with difficult situations they may encounter (e.g. fear, suffering and death);
- To develop a sense of shared values in our children (e.g. loving, caring, sharing and giving);
- To develop the ability to think about questions of belief and value;
- To foster in children, the feelings of mystery, wonder, joy, awe and delight in our world and extend their natural curiosity about the world around them;
- To provide children with the opportunity to explore religion through myth, symbol, simile, metaphor, parable and prayer.

3 Knowledge, Skills and Understanding in relation to Religious Education:

3.1 In line with the Dudley Agreed Syllabus, pupils at Ham Dingle will be exploring two key areas which constitute RE;

Learning About Religion - Learning From Religion

Learning About Religion: These areas seeks to develop within pupils' knowledge and understanding of religious beliefs, practices, experiences and insights of the principal religions, including Christianity, represented in the United Kingdom.

Learning From Religion: This area seeks to help pupils, of whatever faith or none, to identify, explore and express their own feelings and beliefs about religion and about life experiences.

4 Equality of Opportunity:

4.1 In line with the school's policy on equal opportunities, RE shall be provided for all pupils in such a way that it does not seek to undermine the religious or cultural background of any pupil.

4.2 Work shall be provided which is suitable for the needs of all pupils, including those with special educational needs.

5 Approaches to Teaching and Learning:

5.1 RE may be taught as part of an integrated topic at KS1 if possible or as a discrete subject where necessary, and as a discrete subject at KS2.

5.2 A variety of learning approaches shall be used in RE, including the use of story, role play, drama, artefacts, visitors visits, trips, video, IT, music and movement, so that pupils are experiencing "living" RE.

5.3 Pupils shall also be given clear opportunities to develop skills which are particularly relevant to RE (eg reflection, questioning, expressing beliefs and values, exploring personal feelings using appropriate religious language).

5.4 Pupils shall be taught in their normal class group though a variety of experiences will be offered to them so that whole class, small group and individual learning can take place.

6 Assessment, Recording and Reporting:

6.1 Work in RE shall be marked in accordance with the school policy and to the criteria for success which supports the marking policy of the school. High standards shall be set regarding the presentation of work, again supporting the school policy.

6.2 All pupils' work shall be valued through display on walls, in books etc.

6.3 Teachers shall make good use of guidance given in the Agreed Syllabus regarding assessment.

6.4 Children's progress in RE shall be reported to parents annually in line with current legal requirements.

7 Parental support:

7.1 Within the context of the home/school partnership parents shall be encouraged to foster their children's interest in RE.

8 Resources:

8.1 Resources used in the interpretation of this policy are referenced in the resource sheets for Religious Education kept in the front of the RE folders for each year group.

8.2 A variety of resources shall be made available for staff to use in RE including books, pictures, artefacts and videos. These are managed and up-dated by the RE subject leader who seeks to support staff with the planning and delivery of RE within the school. They are kept in the designated storage area in faith boxes.

8.3 The use of adults other than teachers in the classroom provides an additional valuable resource for RE eg members of faith communities, charity organisations etc. Such community links shall be encouraged and fostered at Ham Dingle.

9 Scheme of Work:

9.1 There is a detailed scheme guiding the work of the pupils which ensures that the statutory requirements for RE are met and that there is progression and continuity both within and across the key stages. It can be found in each year group RE folder.

10 Cross – curricular links:

Staff shall make use of natural cross-curricular links where appropriate eg using music, dance, drama, language skills as identified in the scheme of work.

11 Staff development:

As part of the staff development and appraisal policies regular training opportunities are provided for individual teachers or the whole staff to keep up to date in the subject.

12 Evaluation:

12.1 The school's monitoring policy shall be followed. The RE policy and scheme of work shall be evaluated by the subject leader in accordance with the timescale identified in the school development plan.

13 Role of the subject leader:

13.1 The role of the subject leader is currently identified in teachers' job descriptions.

13.2 This includes developing a clear view of the subject and communicating this to the school's stakeholders, providing support and guidance to teachers, and being responsible for the subject's resources.