

# William Gilpin C. of E. Primary School

## Religious Education Policy

### 1 Aims and Objectives

**1.1** Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At William Gilpin School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine being. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

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 and the World.
- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop investigative and research skills and to enable them to make reasoned judgments about religious issues.
- Have respect for other people's views and to celebrate the diversity in society.

### 2 The Legal Position of Religious Education

**2.1** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act. This Act stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. Parents have the right to withdraw their child from religious education lessons if they so wish, although this should only be done once the parents have given written notice to the governors. We request that, where possible, the parents provide something suitable from their own religion for the child to work on during the withdrawn sessions.

### 3 Teaching and Learning

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. We base our teaching and learning on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. 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 and to share these in a sensitive and thoughtful manner.

### 4 Curriculum Planning in Religious Education

In planning our religious education curriculum we take account of the Hampshire LA's Agreed Syllabus and Diocesan guidelines. 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.

We carry out the curriculum planning in religious education in two phases (long term and medium term). The long term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group and advisors from the Diocese.

Our medium term plans give details of each unit of work for each term. As we have mixed age classes, we carry out the medium term planning on a two year rotation cycle. By so doing, we ensure the children have complete coverage of the Agreed Syllabus.

## **5 Foundation Stage**

In the reception class, 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 in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **6 Assessment and Recording**

We assess children's work in religious education by making informal judgments as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgment about the work of each pupil in relation to the national curriculum levels of attainment which we use as a basis for assessing the progress of each child and for passing information on to the next teacher at the end of the year.

## **7 Monitoring and Review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education.

This policy will be reviewed in the Spring Term 2015

**Signed:**

**Date:**