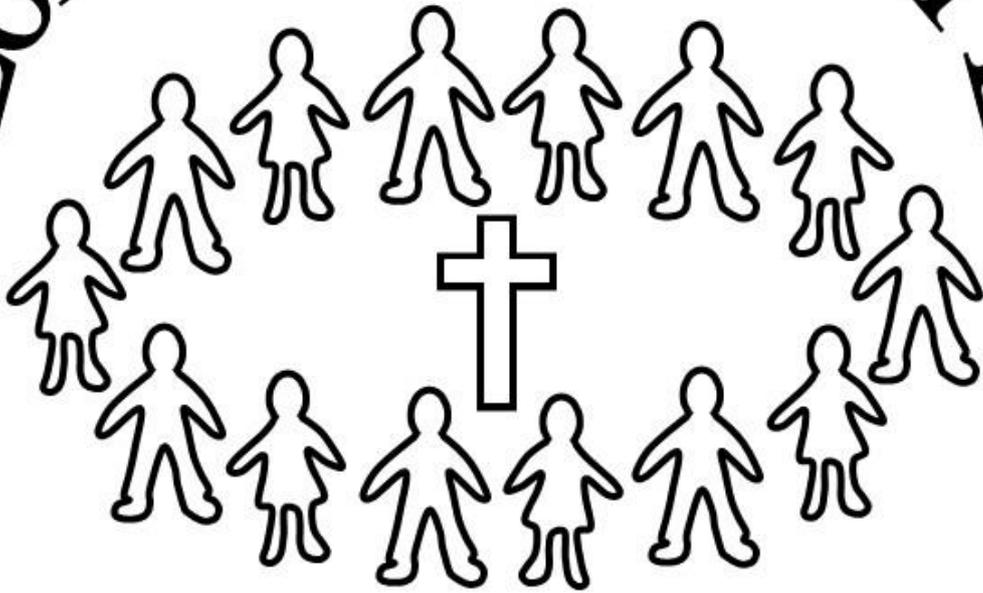


Long Sutton C of E



Primary School

# RE Policy

Reviewed 2016

## Our School Vision

# 'Walking together and learning together through life's adventure.'

In our forward thinking Christian school we value and nurture all members of our school community and encourage everyone to reach their full potential. Offering a dynamic, challenging, and inspirational curriculum based on Christian values which stimulates curiosity, adventure and risk taking within a safe and secure environment; where children can achieve success today in order to prepare for tomorrow.

## **1. AIMS OF RELIGIOUS EDUCATION**

Through the teaching of R.E. we aim:-

- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in our society.
- To make children feel valued both as individuals and as members of the wider community.
- To encourage sensitivity for the feelings of others by being caring, honest and tolerant.
- To reflect on their own beliefs, values and experiences in the light of their study.
- To develop a curiosity and wonder of the world and its rich variety.
- To implement the agreed Somerset syllabus 'Awareness, Mystery and Values' (Revised Sept 2011) with additional emphasis on examples from Christianity as advised by the Diocese of Bath and Wells.

## 2. OBJECTIVES

Through the planning, the teaching and learning is supported by the guidance provided in the 'Awareness, mystery and values' documentation'.

- Through a varied and integrated approach to teaching all learning styles are taken in to account.
- Through praise and encouragement and by the celebration of their achievements, children will develop a sense of their own worth and that of others.
- Through the arts and P.S.H.E.(S.E.A.L) we aim to encourage reflection on inner feelings and their relationship with others
- To develop a knowledge and understanding of Christianity and other religious beliefs and how attitudes and behaviour are influenced by these.
- By providing first hand experience of the wonders of the world around them and to encourage a response.

To encourage children to become independent in taking part in Acts of Worship, as we do in other aspects of School life, by using the 'Lighting The Candle' scheme.

## 3. TEACHING AND LEARNING STYLES

There will be opportunities for R.E. to be taught as a class, group or individually. Other areas of the curriculum, particularly the arts, may be used to deliver the RE curriculum. e.g. listening to a piece of music, looking at artist's work etc.

Most R.E. will be taught as a subject in its own right, although there will be opportunities for a thematic approach to be used, if appropriate through Topic.

Religious Education takes two main forms:

(a) Explicit - introduces children to various aspects of specific religions, beliefs, symbols, buildings and stories.

(b) Implicit - concerned with self-awareness, relationships with others and encounters with the natural world.

Both strands are essential in a balanced R.E. scheme of work.

## 4. SKILLS AND PROCESSES

We take on board the skills relevant to R.E. recommended by the Diocese and Somerset LEA using the agreed syllabus 'Awareness, Mystery and Values'. (see [www.request.org.uk](http://www.request.org.uk))

These are: -

### AT1 Learn about religions by:

- A. Exploring beliefs about the spiritual dimensions of life.
- B. Exploring religious practices/lifestyles.
- C. Exploring ways of expressing religious beliefs/ideas and feelings

### AT2 Learn from religion and human experience

- D. Exploring human identity, personality and experience
- E. Exploring the World in which we live
- F. Exploring people's values and commitments

Reference: Diocesan Handbook of Religious Education skills and SEAL Scheme of work.

## **5. CURRICULUM FRAMEWORK**

The LEA Guidance, 'Awareness, Mystery and Value' forms the basis of our scheme of work. This is delivered in a 2 year rolling programme for KS1 and KS2.

## **6. EVALUATION, ASSESSMENT, RECORDING AND REPORTING**

Opportunities for assessment will be identified at the planning stage and detailed in the scheme of work. Teachers will use ongoing Assessment for the Units. In the Foundation stage the children will be assessed according to the criteria in the 'Knowledge and Understanding of the World' section of EYFS.

Note: Use of assessment pro-forma in the following website:-  
[www.schools.somerset.gov.uk/re\\_sows/](http://www.schools.somerset.gov.uk/re_sows/)

## **7. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Religious Education makes a significant, though not exclusive, contribution to developing children's spiritual, moral and cultural awareness. All areas of the curriculum will contribute and many areas of children's learning will be developed including a sense of right and wrong, good and bad feelings, rules, roles and responsibilities, creativity, faith, striving for perfection. ( see SMSCD Policy)

## **8. RESOURCES**

The School has a comprehensive range of resources, including books, posters, videos, Bibles, and religious artefacts. They are kept in the resource room. The availability of the Diocesan newsletter is emailed to all staff and Foundation Governors. The SEAL scheme of work is followed.

## **9. VISITS AND VISITORS**

The School visits Holy Trinity Church on a regular basis for Worship and uses it as a major resource for many areas of the curriculum, especially R.E. including regular workshops. e.g. Easter and Christmas, in conjunction with the local vicar.

In addition, year 6 children visit Wells Cathedral for a special leavers' Service, organised by the Diocese. Wells Cathedral and the Quaker Meeting House, are also used as resources for staff and for educational visits.

Visiting clergy and lay people regularly visit the school to enhance the Religious Education programme being offered by the school.

## **10. PARENTAL RIGHT OF WITHDRAWAL**

As a denominational school, access to the full R.E. and Worship programme is seen as important. Parents do however, have the right to withdraw their child from both components. Staff should refer any such requests to the Headteacher.

## **11. EQUAL OPPORTUNITIES / SPECIAL EDUCATIONAL NEEDS/DISABILITY EQUALITY**

A variety of approaches to Religious Education will be planned in line with the school's policies on Equal Opportunities and Special Educational Needs, in order to include children of different abilities and backgrounds. In particular, it is felt that drama, poetry, art and music enhance the opportunities for all children to express themselves. Refer to Disability Equality Scheme to ensure legal responsibilities in this subject area.

## **12. ROLE OF R. E. CO-ORDINATOR**

The Religious Education Co-ordinator will liaise with Governors, staff, clergy and visitors and will be responsible for fostering and encouraging links with them; be a source of knowledge and good practice for other members of staff; be responsible for all resources and ensure that the policy is monitored and evaluated on a regular basis.

*Note: Guidance taken from Diocese of Bath and Wells recommendations.*