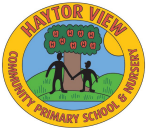


# Haytor View Community Primary School & Nursery

## Religious Education Policy



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

### Introduction

#### The importance of religious education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE in Devon, Plymouth and Torbay schools develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. In Devon, Plymouth and Torbay these are Buddhism, Hinduism, Islam, Judaism and Sikhism.

Consideration is also given to other non-religious perspectives such as humanism.

RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

In Devon, Plymouth and Torbay RE has two central attainment targets.

AT1 Learning about Religion

AT2 Learning from Religion

In Learning about Religion children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning from Religion children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

#### Key Skills in RE

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- [ Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- [ Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- [ Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- [ Analysis and evaluation (developing their own views and ideas, recognising the views of others).

#### Key Attitudes in RE

As with skills RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

#### Expectation in RE

In Devon, Plymouth and Torbay RE is assessed using level descriptors (just like the subjects of the National Curriculum). The Devon, Plymouth and Torbay, Torbay and Plymouth Agreed Syllabus contains 8 levels, plus exceptional performance.

By the end of Key Stage 1 most children will be expected to achieve level 2. In RE this means that they can use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most children will be expected to achieve level 4. In RE this means children can describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on peoples' lives. They suggest answers to questions of identity and meaning.

They apply their ideas to their own and others lives. They can also describe what inspires and influences themselves and others

### Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:-

- [ Visiting local places of worship and receiving visitors from faith communities
- [ Using art, music, dance and drama
- [ Children experiencing times of quiet reflection to develop their own thoughts and ideas
- [ Using story, pictures and photographs
- [ Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- [ Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- [ Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

### Organisation of RE

RE is taught through a range of religions and beliefs and key themes. These are outlined below:

	Autumn	Spring	Summer	Religions studied
<b>Reception</b>	Families	Special People	Special Places	Christianity, Hinduism
<b>Year 1</b>	Myself	Celebrations	Belonging	Christianity, Judaism
<b>Year 2</b>	Beliefs and stories	Leaders and Teachers	Symbols	Christianity, Judaism
<b>Year 3</b>	Worship, Pilgrimage, Sacred Places	Symbols and Religious Expression	Teachings and Authority	Christianity, Hinduism
<b>Year 4</b>	Inspirational People	Religion and the Individual	Religion, family and community	Christianity, Islam
<b>Year 5</b>	Faith and the Arts	Beliefs in Action (1) – The Environment	It Matters to Me, It Matters to Others	Christianity, aspects of Buddhism, Sikhism
<b>Year 6</b>	Beliefs and Questions	Beliefs in Action (2) – Faith in Action	The Journey of Life and Death	Christianity, Judaism

### Assessment and Recording

In RE we provide annual reports based on the assessment of children's learning after each unit of work. Reports provided a brief summary of the work covered, a summary of the standards achieved and how the child can improve their learning. We also recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed. What we do assess is children's progress against the level descriptors in the local agreed syllabus.

### Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### Learning resources

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, DVDs, music, artefacts and CD ROMs. We try to ensure RE is a lively, stimulating subject which engages all children. We have also developed specific resources to support children with special educational needs and those with specific talent in RE.

### The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

### RE contributes to children's spiritual development by:-

- [ Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- [ Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- [ Valuing relationships and developing a sense of belonging.
- [ Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

**RE contributes to children's moral development by:-**

- [ Enabling children to value themselves and others.
- [ Exploring the influence of family, friends and other sources on moral choices.
- [ Considering what is of ultimate value both to children and within religious traditions.
- [ Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- [ Considering ethical issues especially justice which promote racial and religious respect.
- [ Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

**RE contributes to children's social development by:-**

- [ Considering how religious and other beliefs lead to particular actions and concerns.
- [ Reflecting on the importance of friendship and positive relationships.

**RE contributes to children's cultural development by:-**

- [ Encountering people, stories, artefacts and resources from differing cultures.
- [ Promoting respect for all, combating prejudice and discrimination.
- [ Challenging stereotypes of religion and beliefs.

**RE and the use of language**

RE can also make an important contribution to children's use of language by enabling them to:-

- [ Acquire and develop a specialist vocabulary
- [ Communicate their ideas with clarity.
- [ Listen and respond to the views and ideas of others.
- [ Be inspired by the power and beauty of language.
- [ Write in different styles such as poetry, diaries and extended writing.
- [ Highlight their own ideas and those of others.

**RE and the use of ICT**

RE can make an important contribution to children's use of ICT by:-

- [ Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- [ Use e-mail and video conferencing to collaborate with other schools in different locations to Devon, Plymouth and Torbay.
- [ Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

**Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.