



# Forton Primary School Religious Education Policy

## **Introduction**

We derive our Religious Education Policy from our Vision Statement:

To enrich our school community by celebrating every achievement and inspiring a love for learning in a safe, caring and creative environment.

Forton Primary School is a Community school. We acknowledge that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions in the country. Our teaching at Forton Primary School is predominately Christian. We value the faith backgrounds of the members of our community. Parents have the right to withdraw their children from religious education. We acknowledge the essential partnership between school and home in the delivery of this policy.

## **Subject Definition**

Religious Education is learning about different faiths, learning from different faiths and promoting spiritual, moral and cultural development.

## **Aims**

- To provide opportunities for all children to learn and achieve
- To equip children with the skills, knowledge and understanding which will enable them to make responsible, reasoned decisions on spiritual and moral matters, and to adopt a sensitive, tolerant view of beliefs differing from their own.
- To promote pupils' spiritual, moral, social and cultural development and preparing pupils for the opportunities, responsibilities and experiences of life

## **Objectives**

Our teaching should progressively develop the pupil's ability to:

- Learn about religions and its people, objects, symbols, places, stories and events.
- Learn from religions and respond to spiritual and moral issues.

## **Monitoring and Evaluation**

RE is continually monitored by the subject leader in the drive to improve standards of teaching and learning. This includes lesson observations, scrutiny of work, monitoring planning and pupil interviews.

## **Inclusion**

In accordance the ethos of the school the teaching of RE seeks to include all children in the learning experience. With this in mind children are encouraged to work in mixed



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ability groups where possible incorporating a range of learning styles. Pupils identified as particularly able, gifted or talented in the subject are given appropriate challenges.

Staff and pupils work together to promote the spiritual, moral and cultural well-being of all school members. Pupils are encouraged to abide by the school Code of Conduct and staff are expected to set excellent standards of behaviour, which together provide a safe and secure environment for people of all faiths. There are no presumptions made as to religious backgrounds, beliefs and values. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and communities are treated with respect and sensitivity and we value the links that are and can be made between home, school and faith community. We acknowledge that each religion studied can contribute to the education on all our pupils.



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### Religious Education Guidelines

#### **Philosophy and Purpose**

We aim to provide a balanced curriculum at Forton Primary School, and Religious Education is an opportunity to share in the personal development of children. No pupil is denied the opportunity to participate fully in all aspects of Religious Education because of their faith background, gender, special needs or disability, whether physical or mental.

These guidelines set out a framework that teachers and other staff can use. It gives guidance on planning, teaching and assessment. We believe that the main role of the teacher is to encourage and enable every child to achieve in Religious Education. Religious Education involves pupils not only in the attainment of knowledge and understanding, but also in the acquisition and deployment of skills and fostering of positive attitudes.

The acquisition of skills is essential as a means to increasing knowledge and understanding. A skill is an ability or aptitude developed through training and practice. The development of a skill depends on attitudes of self-respect and respect for others. The following Religious Education skills will be developed across both Key Stages:

1. **Investigation** – pupils should be taught to:
  - identify and ask relevant questions
  - observe accurately
  - listen carefully
  - follow procedures
  - know where to look for evidence
  - gather relevant data from a variety of sources: texts, artefacts, art, symbols, customs
  - read a variety of prose and poetry
  - find references in texts: Scripture, etc
  - recognise sequence
2. **Interpretation** – pupils should be taught to:
  - categorise and classify
  - interpret the language of religion, signs and symbols
  - develop hypotheses
  - reflect on and interpret one's own experience
  - see life from another person's point of view
3. **Communication** – pupils should be taught to:
  - make a sensible and ordered presentation of information
  - use a variety of media to express ideas
  - express themselves through factual and creative writing
  - express themselves through drawing and painting
  - design diagrams, charts or models
  - express themselves orally
  - know religious language and use it appropriately
  - exercise imagination through role play



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4. Critical – pupils should be taught to:
  - question their own point of view
  - form reasoned opinions based on evidence
  - express these opinions in debate
  - weigh evidence
  - assess arguments
  - make connections between life and faith
  - differentiate between objective and subjective judgements
5. Affective and Social – pupils should be taught to:
  - relate well with others
  - work in a group
  - exercise empathy
  - participate in community prayer and celebration
  - accommodate social, cultural and faith differences
  - be aware of national and global issues
6. Evaluation - pupils should be taught to:
  - distinguish between rules and principles, opinions and beliefs
  - make reasoned value judgements
  - make responsible choices

Attitude is a way of regarding or reacting to a situation or subject. The following Religious Education attitudes will be developed across both Key Stages:

1. Wisdom – pupils should be taught to:
  - Look critically at the beliefs, values and morality of society
  - Thirst for meaning and be willing to learn
2. Understanding – pupils should be taught to:
  - Be receptive to the gift of being able to look beyond the immediate to seek for meaning and purpose in one's personal life and experience of others
3. Knowledge – pupils should be taught to:
  - Integrate religious knowledge into a way of life
  - Respect truth
  - Search for meaning
4. Right Judgement – pupils should be taught to:
  - An awareness of the complexity of making choices and a willingness to discern the appropriateness of moral decisions in reference to personal experience and the experience of others
  - A sense of self-esteem and self-knowledge
  - A sense of community responsibility
  - A correct respect for authority
5. Courage – pupils should be taught to:
  - A clear sense of right and wrong
  - A willingness to struggle with the challenges of religious thinking and of Christian living
  - A sense of personal dignity
  - A sense of personal responsibility



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6. Reverence – pupils should be taught
  - A respect for self
  - A respect for others and awareness of obligations in justice and charity towards them
  - Empathy and sensitivity in relating to others, their views, opinions and beliefs
7. Awe and Wonder – pupils should be taught
  - Of the presence of God in self, others and in the world
  - Respect for mystery and the gift of imagination

### **Content and Methodology**

The school has used and will use a variety of resources to develop its scheme of work for Religious Education. The Key Stage 1 class will follow a two-year cycle and the Key Stage 2 class will follow a four-year cycle for RE. This has been set out in our long term plan/map. Medium term plans for each Key Stage will list expectations, learning objectives, teaching activities, learning outcomes, and assessment notes. The long term plan/map, the completed two-year KS1 and four-year KS2 medium term plans will be our RE Scheme of Work.

Each class contains children of mixed ages and abilities. Sometimes they will work on different tasks related to the same topic, at other times differentiation will be by outcome. The amount of teaching time devoted to RE is approximately one hour a week in Key Stage 1 and one hour a week in Key Stage 2.

We will provide many varied opportunities for children to extend their RE knowledge, skills and attitudes. Children will be taught that listening, discussing, reading, writing, drawing, making models, using drama, movement, music, visiting, receiving visitors, being still and thinking all have their place. Religious Education and Collective Worship may be interconnected. Some themes in Collective Worship may celebrate the work in RE lessons.

### **Assessment**

Good assessment is part of the teaching and learning process. We recognise that some aspects of Religious Education are not appropriate for formal assessment.

Skills: Assessment of skills is based on the unit expectations. Children will be assessed while doing class, group or individual work. Each unit will end with an assessment task and different types of evidence (oral, written, creative and artistic expression) will be collected.

Attitudes: The pupils will be encouraged to assess their spiritual, moral, cultural and social development.

### **The Role of the Co-ordinator**

Curriculum Co-ordinator: Mrs. Lorna Boase

The co-ordinator will:

1. consult the Headteacher as to the Religious Education requirements of the school
2. ensure that all staff are aware of the Religious Education policy and scheme of work.
3. provide INSET when required.



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### **Resources**

Artefacts are stored in the Hall Storage Cupboard  
Teacher's resources are kept in the staffroom  
Children's literature is in the library

Approved by Staff: February 2015

Review Date: Every two years or as required