

Bellfield Primary School



R.E. Policy

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Audience and Purpose

This document is a statement of the aims, principles and strategies for teaching and learning of RE at Bellfield Primary School. It gives a framework within which all staff work and guidance is given on planning, teaching and assessment.

The importance of Religious Education to the curriculum

RE is about the distinctive ways in which human beings express their understanding and experiences of life. It provides pupils with opportunities to reflect upon human experiences that give rise to fundamental questions of life and death and to consider values and commitments. This is done in the context of some of the world's living faiths. It provides an opportunity to study Christianity and the principal religions of Britain (Buddhism, Hinduism, Islam, Judaism, and Sikhism) and it considers the influence of religion on individuals, families, communities and cultures. The subject contributes to the development of the pupils' own beliefs and values and a sense of identity and offers children opportunities for personal reflection and spiritual development. The subject promotes attitudes and values necessary for responsible citizenship in a democratic and pluralistic society. It does not promote one religion or particular set of beliefs; moreover, it provides the children opportunities to gain knowledge and understanding of the world's prominent faiths.

Rationale

Our school RE curriculum has been developed with a combination of the Kingston-upon-Hull LA Agreed Syllabus and the Discovery RE approach and it meets all the requirements set out in the National Curriculum. The syllabus states that RE should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. The syllabus stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. Children in Key Stage 1 will learn about Christianity, Sikhism and Hinduism and in Key Stage 2 children will learn about Christianity, Judaism and Islam. These religions have been chosen to provide the children with the opportunity to investigate these faiths in depth.

We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching and it also promotes education for citizenship.

Aims

In RE, we aim to

- Develop pupil's knowledge and understanding of the focus faiths which are Christianity, Islam, Sikhism and Judaism and other views such as Humanism and Hinduism.
- Encourage a reflective approach to living where pupils develop their own views, beliefs and ideas.
- Help pupils consider important questions of meaning such as right and wrong, beliefs about God and what it means to be human.

In addition to these aims, we expect pupils will develop attitudes including a willingness to explore the religious and spiritual experiences of humanity and commitment to searching with an open mind.

Teaching and Learning – Personal Development

RE has the capacity to contribute significantly to the schools' statutory duty to promote wellbeing of pupils. Children, young people and adults need to be successful learners, confident individuals and responsible citizens. At its best, learning in RE engages the whole person, and is particularly relevant to wellbeing in the relational, emotional, social, moral, intellectual, economic and spiritual aspects of life. It gives young people the knowledge, skills and disposition to search for personal meaning and deepen their awareness of themselves and others, helping them to deal with setbacks.

Preparing Responsible Citizens through RE:

At Bellfield Primary School, we strive to prepare pupils to become responsible citizens by raising issues of local, national and global concern and placing them in spiritual and moral contexts. Understanding the right to hold different beliefs enables pupils to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. By evaluating ethical issues, and expressing views using reasoned arguments, pupils can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

RE & Restorative Practice

To promote the ethos of Restorative Practice within the school, we encourage children to:

- treat each other with respect and promote tolerance, fairness and understanding through the understanding of other beliefs
- nurture & promote social and emotional security by encouraging the safety and welfare of all children through significant Faith teachings and stories
- continuously improve and take on new challenges by looking at significant faith leaders who have been successful in this aspect of their lives
- enjoy high quality learning experiences within RE which excite and motivate children within the classroom and beyond

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. S/he is also responsible for supporting colleagues in the teaching of religious education, informing teachers of current developments, and providing a strategic lead for the subject in the school.

The right to withdraw from Religious Education

The syllabus allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parent/s have given written notice to the school stakeholders. Teachers are also allowed to refuse to teach religious education, but only after they have given due notice of their intention to the trustee stakeholders.

Reviewer: R.E. Lead