



Hordle CE (VA) Primary School

POLICY FOR RELIGIOUS EDUCATION

Introduction

Religious Education in our school will be in accordance with "Living Difference", the Agreed Syllabus for Hampshire County Council.

Parents have the right to withdraw their child from Religious Education lessons but must understand that the school cannot provide alternative provision for children during these times.

Our Aims

At Hordle C.E. (V.A.) Primary School we believe that we:

- help children in their personal and shared search for meaning and purpose in life by studying aspects of human experience which prompt fundamental questions about beliefs and values.
- provide children with knowledge and understanding of Christianity and other world religious traditions that are represented in Great Britain

In particular we will encourage children to:

- reflect on their own personal feelings and responses and be sensitive to the feelings and responses of others.
- foster a sense of awe and wonder and an appreciation of creation.
- reflect on stories with a moral message or mystery.
- discuss and develop an understanding of moral, social and religious issues.
- treat beliefs, values and ideas with sensitivity and respect.
- develop an understanding of Christianity as the main faith in Great Britain.
- develop an understanding of Judaism, Hinduism and Islam, including their main festivals, customs, beliefs and stories.

The Wider Role of Religious Education

The teaching of Religious Education will also be used to enhance and enrich other areas of the curriculum that will include:

- a) **Spiritual, Moral, Social and Cultural Education through:**
 - a deeper reflection of their own values, morals and beliefs.

- sharing their own opinions and comparing these with the opinions of others.
 - comparing their own beliefs with those of other religious communities and with some world religions.
- b) **History and Geography through:**
- a greater awareness that other people's beliefs and values affect their laws, society, culture and economy.
- c) **Music, Speaking and Listening, Poetry, Drama and Art through:**
- using these subjects to express their beliefs, values and feelings.
 - learning about and experiencing how different religious communities express their beliefs, celebrations and customs.
 - empathising with other people's beliefs and values.

Content

- The content of our Religious Education curriculum is based on "Living Difference", the Agreed Syllabus for Hampshire County Council. Each Unit follows the cycle of enquiry, contextualising, evaluating, communicating and applying a key concept. Some concepts studied will be common to religious and non-religious experience and some will be common to many religions and used in the study of religion.

At Foundation Stage we will:

- explore and reflect on concepts in Units of Work such as Celebrating Birthdays and Special Clothes. These concepts will be within children's own experiences.
- develop a sense of awe and wonder about objects and places through the use of universal symbols, religious artefacts and religious buildings.
- learn about Christianity through stories, artefacts, places, buildings, visitors, visits and I.C.T.
- when appropriate look at artefacts and listen to simple stories from the other religions studied in school.
- experience Christian celebrations and festivals.

At Key Stage 1 we will:

- explore and reflect on concepts in Units of Work such as Special People, Creation and Symbols.
- develop a sense of awe and wonder about objects and places through the use of universal symbols, religious artefacts and religious buildings.
- ask fundamental and puzzling questions about the religions studied and through stories relating to those religions.
- learn about Christianity and Judaism through stories, artefacts, places, buildings, visitors, visits and I.C.T.

- experience Christian and Jewish celebrations and festivals.

At Key Stage 2 we will:

- explore and reflect on concepts in Units of Work such as Ceremonies, Interpretation and Imagery.
- learn stories and be able to recall key ideas from stories that are important to particular religious communities.
- learn how different religions express their faith through worship, customs and within their community.

Children will study Christianity throughout the school. Additionally, children in Key Stage 1 will learn about Judaism. Children in Years 3 and 4 will study Hinduism and children in Years 5 and 6 will study Islam. As the children learn about the different religions we will use opportunities to compare and contrast in order to develop their understanding.

We have chosen these religions because they:

- are all religions followed in Great Britain.
- have a strong set of moral values.

Approach to Religious Education

We have agreed to approach the teaching of Religious Education using a variety of teaching styles in both Key Stages:

Within our approach we include:

- stories that raise questions - both religious and secular.
- particular R.E. topics in their own right.
- R.E. topics that are closely related to other topic areas.
- the study and experience of festivals and celebrations.
- a progressive focus on Christmas and Easter within a two year cycle throughout the school.

We will look at four religions:

- as separate belief traditions.
- linked to a universal theme or symbol.

At Key Stage 1 we will focus on teaching and learning R.E. through shared human experiences.

At Key Stage 2 we will continue to use the focus of shared human experiences and we will also include a progressive and systematic approach to the religions studied.

Progression

We will ensure progression through the school by:

- establishing a clear topic map that defines the R.E. curriculum.

- having in place medium term planning for each R.E. topic studied throughout the two year cycle across the school.
- identifying particular areas of study that are more suitable for younger children.
- ensuring R.E. themes that occur in both Key Stages 1 and 2 are linked and developed.

Teaching Methods

Where possible we will offer children rich, relevant and meaningful experiences in Religious Education by:

- using stories.
- providing children with first hand experience through handling artefacts.
- visiting places of worship.
- having visitors into school to share their religious beliefs and customs.
- providing opportunities for role play and drama to empathise with and experience human problems.
- providing opportunities for Dance, Poetry, Music and Art to express and learn about religious beliefs and customs.
- researching and re-enacting festivals and celebrations through active learning.

Resources

We will use a wide variety of resources in our teaching of R.E. that will include:

- visitors from religious faiths
- artefacts
- buildings
- visual materials - posters, pictures/paintings
- books
- videos/ T.V.
- music
- the Internet

These resources will be stored in labelled boxes relating to each religion that is studied.

Teacher and pupil resources will be available and easily accessible.

The school has close links with the local church and will explore links with churches abroad.

Role of the Manager

- To co-ordinate the teaching of R.E. within the school.

- To monitor the use of the policy and scheme of work.
- To ensure continuity and progression of the teaching and learning of R.E. across the key stages and the school.
- To make changes to the policy and scheme of work if necessary.
- To order and maintain resources and manage the R.E. budget.
- To make staff aware of changes/thinking in R.E.
- To provide, where necessary, staff training and development.
- To show by example good R.E. practice.
- To liaise with the vicar at Hordle and other religious leaders in the local community.

Assessment

Children will be assessed against the learning objectives in the Units of Work.

Inclusion

All children are given every opportunity to achieve their best in R.E. regardless of gender, race, ability, age, religion or social class. We provide resources and learning opportunities that reflect diversity and are free from stereotyping and discrimination.

Signed: Headteacher

Signed: Chair of Governors

Date: February 7th 20116