

Thornaby Church of England (Voluntary Controlled) Primary School
RELIGIOUS EDUCATION POLICY

With God's help we work together to enrich learning, enhance life, to build a future of hope for everyone.

Rationale

At Thornaby Church of England Voluntary Controlled Primary School, religious education is taught in accordance with both the Stockton Agreed Syllabus for Religious Education and the York Diocesan Guidelines for Religious Education. Teaching and learning at this school reflects the distinctive and inclusive ethos of the schools' Anglican foundation and permeates the life and work of the whole school. The purpose of religious education at Thornaby Church of England School is to enable children to learn about religions and to learn from religion itself.

Our two principal aims are:

1. Learning about religions

Including:

- Identifying, naming, describing and giving accounts in order to build up a coherent picture of each major world religion.
- Explaining the meaning of religious language, stories and symbolism.
- Explaining similarities and differences between and within religions.

We Learn about:

- The God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets.
- The God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us.
- The God who reveals himself in his Spirit working in the living Faith of the Church through scripture, tradition and reason and expressed through service.

2. Learning from religion

Including:

- Giving an informed and considered response to religious and moral issues.
- Reflecting on what might be learnt from religion in light of children's own beliefs and experiences.
- Identifying and responding to questions of meaning within religion.

We learn from:

- An empathic response to Christian faith and a critical engagement with it.
- Responding personally to the transforming power of Jesus Christ
- Developing a vision of life that transcends materialism and recognises the reality of the spiritual realm.
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement.
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

Religious Education in a Church School Context

Religious education has a high profile, we emphasise:

- A good range of Christian resources including relevant artefacts.
- A close link with the local churches.
- A Christian ethos that permeates the whole curriculum.
- The Anglican Christian foundation of the school.

Aims

Religious education should help pupils to:

- Think and explore the great questions of life and death, meaning and purpose.
- Reflect critically on the truth claims of Christian belief.
- See how the truths of Christianity are relevant today.
- Develop the skills to handle the bible text.
- Recognise that faith is based on a commitment to a particular way of understanding God and the world.
- Understand how the Christian faith can be absorbed and lived out.
- Respond in terms of beliefs, commitments, ways of living and choices.
- Develop a sense of themselves as significant, unique and precious.
- Experience the breadth and variety of the Christian community.
- Engage in respectful and thoughtful dialogue with other faiths and traditions.
- Become active citizens, serving thy neighbour.
- Find reason for hope in a troubled world.
- Make their own spiritual journey.

Spiritual, moral, social and cultural development

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE, PHSCE and P4C. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

How RE is organised

RE Lessons

RE will be taught one lesson every week. This is timetabled on the long termed planning sheet.

Long Term Planning

The long term plan clearly states the programmes of study and indicates the continuity and progression of teaching and learning across the key stages.

1. ***Foundation Stage***: Study Christianity and Islam.
2. ***Key Stage One***: Study Christianity, Hinduism and Islam.
3. ***Lower Key Stage Two***: Study Christianity, Sikhism and Islam.
4. ***Upper Key Stage Two***: Study Christianity, Judaism and Islam.

Medium Term Planning

Medium Term plans produced by individual teams should indicate specific learning objectives, learning outcomes, activities and resources. The use of ICT shall be incorporated into learning and teaching in religious education where appropriate and deemed useful by staff in supporting the delivery of specific learning objectives in religious education.

Short Term Planning

Teachers will produce lesson plans for their own classes at their own discretion.

Learning and Teaching

At least 5% of curriculum time should be dedicated to and assigned for the teaching of Religious Education. This does not include separate Collective Worship time. Teaching and learning in Religious Education shall be organised as a two year rolling program. Children, alongside the school community will participate in celebrating major Christian festivals and significant events in the Christian calendar.

Monitoring and Review

The RE subject leader together with the Head teacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of RE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Head teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Assessment for Learning

Teachers should identify opportunities for and gather evidence of pupils learning in order to monitor progress and inform assessment of learning in religious education. All teachers have been issued with I can statements for their appropriate year group.

Recording and Reporting

Progress in religious education is reported to parents in the pupils' annual end of year report.

Parental Withdrawal

Parents have the right to withdraw pupils from religious education teaching. However, as our Christian teachings are about promoting tolerance and understanding, we hope this will not be the case.

Reviewed OCT 2018

Date for Policy Review: OCT 2020