



Religious Education Policy

Key Document Details

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Philosophy

At Drove Primary School we believe that religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of Christianity and other world faiths. We enable children to develop a sound knowledge not only of Christianity but also other world religions. Children reflect on what it means to have faith and to develop their own knowledge and understanding. Children also enjoy exploring the different festivals that are celebrated around the world.

1. At Drove Primary School we aim to:

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop and knowledge and understanding of Christianity and other world religions.
- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on their own life experiences and to develop a personal response to fundamental questions in life.
- Develop an understanding of religious traditions and to appreciate cultural differences.
- Have respect for other peoples' views and to celebrate diversity.
- In KS2, develop, investigate and research skills to enable them to make reasoned judgements about religious issues.

At Drove Primary School we believe that Philosophy has lots of benefits. It encourages deeper thinking, reasoning and opportunities for children to make their own judgements. We also believe that it encourages speaking and listening skills and helps with social, emotional, spiritual, and moral development. We start off every lesson with a philosophy question for the children to discuss and share their own ideas.

2. The right of withdrawal from RE:

2.1. At Drove Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Drove Primary School.

3. Teaching and learning style

3.1. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Diwali, Easter, and Passover to develop religious thinking. We organise visits to local places of worship and invite representatives of local religious groups (mainly our local Vicar) to come into school and talk to the children.

3.2. We recognise the fact that all classes in our school have children of widely differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We do this in a variety of ways:

- We set common tasks which are open ended and can have a variety of responses.
- We set tasks with increasing challenges to suit them.
- We provide resources of different complexity adapted to meet the needs of children.
- Whenever possible we use classroom assistants to support the work of individual and groups of children.

4. Curriculum planning in religious education

4.1. We plan our religious education curriculum in accordance with the **Swindon Locally Agreed Syllabus – Discovery RE**. This helps to ensure that topics are studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that then planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. This scheme of work is used across the school from Reception to Year 6.

5. Contribution of Religious Education to the teaching of other

5.1. English

RE contributes to the teaching of English in our school by promoting the skills of reading, writing, speaking and listening. Some of what we may do in English may link to RE e.g. How do we live around the world? Topics.

5.2. PSHE

Through our RE lessons, we teach the children in our school about the values and moral beliefs that underpin individual choices of behaviour and through celebrating differences. We contribute to the discussion of topics, such as being me, celebrating differences, having dreams and goals, being healthy, having relationships and things changing.

We also make links to other areas of the curriculum including Art, Music and computing.

6. Teaching RE to children with Special Educational needs.

6.1. At our school we teach RE to all children whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide a balanced education to all children and provide opportunities for all children and enable them to all make progress. We do this by setting appropriate learning challenges and responding to the needs of the children.

7. Monitoring and review

7.1. The RE subject coordinator is responsible for monitoring the standards of children's work and the quality of teaching in RE. S/he is also responsible for supporting colleagues in their teaching and to inform staff about the developments in RE. The subject coordinator presents the head teacher with an annual action plan which indicates areas for improvement. S/he has allocated time for carrying out the task of reviewing work and visiting classroom to see what is happening and to check books.

8. Collective Worship Assemblies

8.1. The aims and purpose of collective worship are:

- To provide an opportunity for the children to worship God
- To enable children to consider spiritual and moral issues
- To enable children to explore their own beliefs
- To encourage participation and response
- To develop in children a sense of community spirit
- To promote a common ethos with shared values and to reinforce positive attitudes
- To teach children how to worship.

8.3. Right to withdraw – see section 2.1