

## Religious Education Policy

Our teaching and learning policy guides all planning and lessons.

Please refer to this policy for general guidance on History.

### Introduction

We believe that Religious Education provides an opportunity to celebrate and foster awareness of differences and similarities within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. As a Church of England School, the staff and governors recognise the importance of RE. Accordingly, the subject has a high profile throughout the school.

RE is taught in accordance with the aims of the Surrey Agreed Syllabus. Particularly relevant to our school is the aim which states:

*'Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.'*

### Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Head teacher.

We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class is learning.

### The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. RE is taught in half-termly units. The overview of planning is stored centrally on staffshare.

### Teaching and Learning

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning *about* Religions
2. Learning *from* Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and

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evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects. In particular, we are currently developing RE links to the whole school topics.

### Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience. Children are able to borrow bibles and prayer books from the school library.

Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

### Recording, Marking, Assessment and Reporting

Written work in RE is assessed according to the school marking policy. Individual pupils' knowledge and understanding is assessed in line with the school's assessment policy.

### Monitoring and Resources

The teaching, assessing and resourcing of Religious Education is managed by the RE subject leader who attends regular training and organises INSET for other members of staff when necessary.

Resources are bought with the annually allocated RE budget and stored in the upper hall for use by all members of staff.

There is always at least one RE display within the communal areas of the school. This will link in to either assembly themes or the RE covered by one class.

Policy agreed: February 2012

Policy to be reviewed: Spring 2015

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