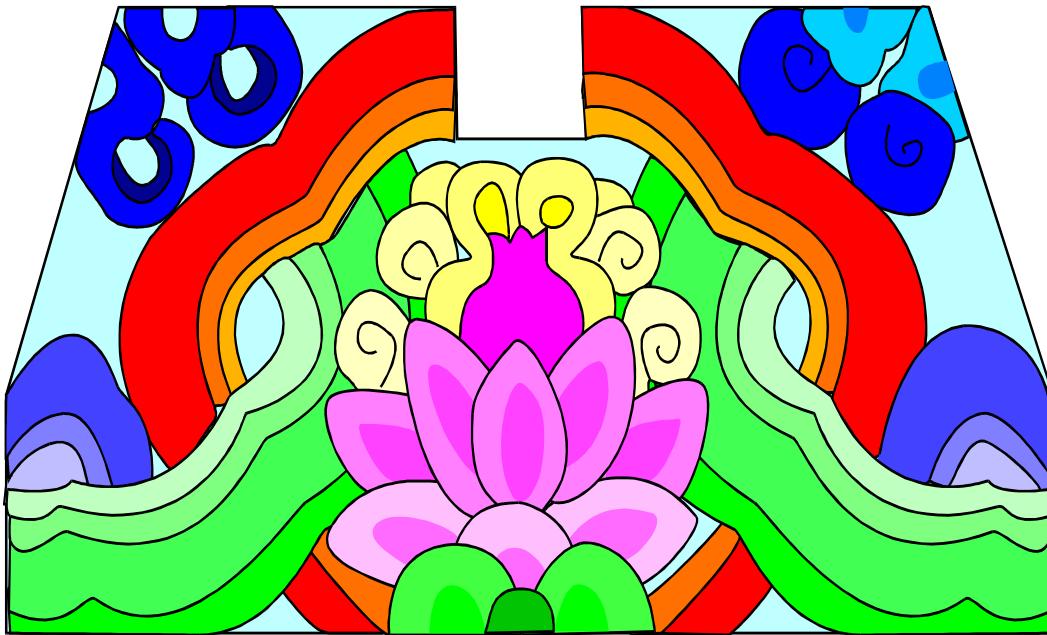


St Andrew's CEVC Primary School, Great Yeldham.

POLICY FOR RELIGIOUS EDUCATION



Reviewed Autumn Term 2010
(by Maria Trappitt)

St. Andrew's CEVC Primary School
Church Road
Great Yeldham
Halstead
Essex
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RATIONALE

At St Andrew's CEVC Primary School, we believe that Religious Education enhances many qualities within our personal development, including:

- A basic self awareness;
- An attitude of empathy;
- A basic curiosity towards diverse traditions;
- A sense of wonder;
- An interest in questions about the meaning and purpose of life;
- A concern for 'wholeness'.

We see our role as enabling children to reflect upon religion and to open up for them the responsibility of a self-chosen and real commitment, religious or otherwise. This enables each individual to freely play his or her role in the wider community, whether this be the faith community or society as a whole.

We aim for our children to develop as independent, honest, tolerant and motivated people and we believe that Religious Education has a role to play in supporting these intentions.

AIMS

In our school we aim to:

- Help the children in our care develop a deeper awareness and understanding of themselves, their feelings and experiences;
- Foster an appreciation of the feelings and needs of others, in their families, at school, in the local community and in the wider world.

The nature of Religious Education is that it is accessible to all children and accommodates differences in ability, performance and maturity, regardless of gender, ethnic or cultural origins. Our approach to Religious Education is open ended and designed to provide a rich variety of experiences, thereby laying the foundation upon which children may build in order to make sincere, honest and informed decisions in future life.

R.E. provides opportunities for empathising with the views and ways of others in a multi faith society and for exploring aspects of agreement and conflict between different cultures.

OBJECTIVES

Religious Education stresses the importance of children being able to develop their own beliefs and values as well as growing in knowledge and understanding of the subject. At our school the main objectives are:

- To provide an open, enquiring atmosphere where emphasis is upon understanding;
- To enable children to grow in self awareness within a secure and tolerant atmosphere and to develop a positive attitude towards their emotions, life and learning;
- To develop an appreciation of moral values and their personal application;
- To help children understand Christian culture and the religious culture of others in order to develop an intelligent and sympathetic approach to religious beliefs, practices, values and attitudes; and to become familiar with selected religious stories, symbols and ceremonies from their own and other religious cultures and heritage;
- It is not our intention or task to indoctrinate (in the commonly accepted interpretation) but to provide a firm basis of spiritual teaching from which the children may ultimately make their own responsible choice.

CHILDREN'S EXPERIENCES

All R.E. is in accordance with 'R.E. Matters for Every Child' the Essex agreed syllabus which provides the framework for the scheme of work, supplemented by the Chelmsford Diocese R.E. syllabus.

Children will be learning from religion as well as "learning about" religion and so will explore both areas of implicit and explicit R.E. These will form the two Attainment targets for R.E.

THE SCHOOL PROVISION

The recommended time allocated for R.E. of 5% of the curriculum, or one hour, is followed.

R.E, as part of the Long Term Curriculum Plan, should be incorporated within cross-curricular topics when appropriate, however R.E. can also be taught as a discrete subject.

As stated, in the school prospectus, the 1988 Education Act allows for parents to withdraw their children from Acts of Worship and Religious Education lessons if they so wish, because of their own religious beliefs. When such withdrawals are requested, provision will be made for the child to be withdrawn from the classroom as appropriate.

ORGANISATION

All teachers are responsible for the teaching of R.E. to their class and it must be timetabled in their planning. R.E. is also identified on the Curriculum Map. Classes are of mixed ability with some over-lapping age groups. The length of the lesson should be one hour, or the equivalent, during each week of the school year.

MANAGEMENT

The Headteacher will have overall management of R.E. within the school, with the consultation with the R.E. Leader and other members of staff.

The R.E. governor will be informed and kept up-to-date on a regular basis.

EQUAL OPPORTUNITIES

All pupils will have equal access to R.E. regardless of race or religion, although it is recognised that some children may have a deeper insight into a particular religion.

BARRIERS TO PARTICIPATION AND LEARNING (BLP)

The R.E. curriculum should fulfil the needs of all pupils. Children with IEPs will have their targets identified and supported and where necessary with additional adult help, if available.

IMPLEMENTATION

All teachers complete long (year), medium (half termly) and short term (weekly) planning. This follows a common format, throughout the school. The teachers will refer to the long term plan and then to the scheme of work, to identify learning objectives for the class. Key Stage 1 and 2 have devised a rolling programme to ensure coverage and to demonstrate continuity and progression.

ASSESSMENT

Assessment in R.E. should be formative, summative and informative. In our school it is carried out using the following criteria:

- The child's work – monitoring and commenting (in conversation with the child);
- The child's attitude towards work;
- How the child obtains information;
- Care and thought given to work;
- Response to new situations;
- Participation in class discussions and group work;
- Co-operation and interaction with other children;
- Positive demonstrations of sharing and caring for others;

Formal written assessments will be part of 'Foundation subject Assessment' procedures.

RECORDING AND REPORTING

The children's achievements are recorded. These targets are linked to the key objectives. Annual reports are written by class teachers, identifying achievements. Termly parent/teacher consultations are arranged, where achievements can be reported to parents.

CROSS-CURRICULM LINKS

Wherever possible R.E. should be used in other areas of the curriculum. Examples may be through Literacy, Drama or Art.

RESOURCES

All classes have access to R.E. resources. Boxes of artefacts, to support work on Hinduism, Judaism, Buddhism, Islam and Christianity, are available in the R.E. resource cupboard, in the hall. There is also a supply of video tapes, taken from T.V. programmes, to support R.E.

The school has strong links with the local churches. Visits are made to study the local church buildings and to the rectory, as well as Chelmsford Cathedral.

Charity collections, for both local and worldwide charities, are made on a regular basis at the school.

MONITORING AND EVALUATION

The Headteacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the R.E. Leader and the staff. Observations of lessons are carried out by the R.E. Leader and Headteacher, according to the yearly monitoring cycle, with feedback and discussion with members of staff. R.E. is also monitored through pupil interviews, book scrutiny, the environment and planning.

Reviewed by **Maria Trappitt October 2010**

Shared with staff **October 2010**

Shared with Governors **November 2010**

Review date **October 2013**