

GUSTON
CHURCH OF ENGLAND
PRIMARY SCHOOL



Religious Education Policy

December 2016



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Religious Education

Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

School Mission Statement

Guston School is a vibrant learning community in which everyone is valued, and encouraged to be:

- Happy and confident,
- Independent and motivated,
- Curious and adaptable,
- Caring and respectable; celebrating diversity,
- Committed to the Christian ethos, and where high expectations encourage everyone to aim for excellence.

The legal Position of Religious Education

RE must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998. In Canterbury Diocese, the Diocesan Board of Education recommends that all Church schools follow the Diocesan Schemes of Work which are based on the Kent Locally Agreed Syllabus. This takes account of the 1996 Education Act which requires the syllabus to reflect that the religious traditions of Great Britain are **in the main Christian** whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican Schools [SIAS]).

Right of withdrawal from Religious Education

We firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Rationale

Religious Education will:-

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It

develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

- **Encourage students to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- **Enable students to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **Teach students to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **Prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery**

The contribution Religious Education makes to other curriculum areas:

RE contributes to student's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own ideas and views on religious and spiritual issues.

RE contributes to moral development by:-

- By enabling students to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.+
- Considering what is of ultimate value both to students and people within religious traditions.
Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to student's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
Reflecting on the importance of friendship and positive relationships.

- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

RE contributes to student's cultural development by:-

- Encountering people, stories, artifacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Community Cohesion by:-

- Providing a key context in which to develop students' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:
 - the school community
 - the community within which the school is located
 - The UK community
 - The Global community

RE and the use of language

RE can also make an important contribution to student's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

RE and the use of ICT

RE can make an important contribution to student's use of ICT by:-

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use e-mail and video conferencing to collaborate with other schools in different locations.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs.

Approaches to teaching Religious Education

RE is an exciting curriculum subject so we employ a variety of teaching methods.

These include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich students understanding
- Using regular times of quiet reflection for students to develop their own thoughts and ideas
- Using pictures, photographs and stories to enhance students learning
- Using artifacts to help students develop their understanding of religious beliefs and forms of expression

- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) to promote understanding of religions and beliefs.

RE is taught through a range of religions and beliefs and key themes.

Differentiation and Special Needs

Teaching will be planned to enable all abilities of children to be challenged and make best progress according to their needs.

School Organisation

In accordance with the structure of the Kent Agreed Syllabus students study:

- **Foundation Stage** – Introducing Christianity as the 'heritage religion' of the country and the one that most influences schools and community life and building on religions represented among the pupils.
- **KS1** - Christianity in the main and in addition, Judaism and Hinduism
- **KS2** – Christianity in the main and in addition, Judaism, Islam and Sikhism

Assessment, Recording and Reporting

The school is required to provide an annual report for parents on the attainment and progress of all children in RE. Records of achievement will be kept which will form the basis of feedback to pupils and reports to parents. Assessment is most effective when:

- Planning clearly identifies the criteria to be used in assessing progress and reflects the wording of the levels.
- Teachers use simple methods of recording, such as annotating plans or asking teaching assistants to note examples of pupils' achievement.
- Pupils understand how they are being assessed, can apply the criteria in evaluating their own or each other's work and know how much progress they have made.

Monitoring standards of teaching and learning

The monitoring of RE takes a variety of forms including lesson observations, work scrutiny and discussions with children.

Responsibilities for RE within the school (including school self evaluation)

RE subject Leader: Mary Cason

Link governor: Glynis Farthing and Anne Edwards

Health and Safety

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits.

Written by Mary Cason, RE Subject Leader
December 2016

Review date: December 2018