

## Burton Leonard Church of England (VC) Primary School



### Religious Education (RE) Policy

#### Rationale

At Burton Leonard Church of England (VC) Primary School, Religious Education provides opportunities for:

- Spiritual development, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society;
- Moral development, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables them to make reasoned and informed judgements on religious and moral issues;
- Social development, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in society.
- Cultural development, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world.

#### Aims and Objectives

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Ask big questions;
- Have respect for other people's views and celebrate the diversity in society.

## **The legal position of Religious Education**

Our school's curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in Reception who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school's RE curriculum is based on the North Yorkshire LEA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## **Teaching and learning style**

We base our teaching and learning style in RE on the key principal that good teaching in RE allows children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

## **Curriculum planning in religious education**

We plan our religious education curriculum in accordance with North Yorkshire LEA's agreed syllabus and use NYCC RE Units based on Big Questions and supplemented by other units from RE Today. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built in the scheme of work offers the children an increasing challenge as they move through school. For children in Foundation Stage, we relate their work to the objectives set out in the EYFS curriculum. We also organise educational visits to support the RE curriculum, eg to the Hindu Mandir in Leeds and we hold Faith Days.

## **Assessment for learning**

Children demonstrate their ability in RE in a variety of different ways. Teachers will assess children by high levels of questioning and making informal judgements during lessons and this is used to plan next steps. Written or verbal feedback is given to the child to help guide his or her

progress. Older children are encouraged to make judgements about how they can further develop their thinking. We complete summative assessments at the end of each year and this data is analysed by the subject leader and the head teacher.

### **Inclusion**

At our school we teach RE to all children, meeting ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. We are a 'dyslexia friendly' school. Through our RE teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

### **School/community links**

As a village school we have close links with the local Christian Churches and community. We use the places of worship as an educational resource and celebrate Christian festivals, such as Harvest and Christingle in church. We have special services in St Leonards Church – A welcome back to school in September service, Harvest, Christmas, Easter services and an annual leavers' service for Year 6 children and their families and friends. Our school works closely with the family service team to promote special church events and services. This link is reinforced by regular visits from the Vicar, Church Warden and Foundation Governors. Our Burton Leonard Trailblazers Club is run by a local Church Youth Worker and offers Bible study through songs and creativity.

### **The role of the RE subject leader**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. She is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for the purchase and organisation of resources.

Subject Leader – Mrs Helen Hawkes

Adopted Spring 2016  
Next review Spring 2019

*Amanda Tounson*

