

RATIONALE

The Education Reform Act (1988) requires that RE should be taught to all pupils in full-time education. At Estfeld School, RE will be taught in accordance with the agreed Syllabus through Discovery RE . The school believes that RE is both a subject discipline in its own right and has links with other subject areas, cross-curricular themes, dimensions and skills.

RE will reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teaching and practices of other principle religions represented in Great Britain.

RE must not be designed to convert pupils or urge a particular religion or religious belief on pupils. Rather we hope that through the teaching of RE, children will develop spiritually, morally, socially and culturally.

AIMS

- To help pupils to acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
- To help pupils develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture.
- To help pupils develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain.
- To enhance pupils' spiritual, moral, cultural and social development.
- To explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.
- To reflect on, analyse and evaluate their beliefs, values and practicies and communicate their responses.
- To develop pupils' sense of identity and belonging, preparing them for life as citizens in a plural society.
- To help pupils develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

OBJECTIVES

To develop pupils' knowledge and understanding of Christianity and two other principle religions by:-

- Learning about the historical context of religion.
- Encountering key objects, people, places and activities associated with the religions and discussing their purposes and functions.
- Realising that some features eg. Festivals are shared by more than one religion, although expressed differently between religions.
- Considering the meanings of stories, symbols and symbolic language for members of different faiths.
- Studying the key beliefs of the three faiths.
- Studying the lives of people, who are held by members of their faith to be examples to others, by living out the beliefs and values of their faith.
- Meeting people who belong to the religious community being studied.

2. To develop an understanding of the influence of religion by:

- Looking for evidence of religion around them.
- Considering the impact of religious belief on individuals and the local community.

3. To enhance the pupils own spiritual and moral development through:

- Considering the value of certain practices in their own lives.
- Discussing stories which focus on values or relationships or religious teachings and consider the relevance of this teaching to their own lives.
- Exploring questions of the meaning and mysteries of life.
- Evaluating answers to these questions by supporting their own points of view and showing consideration towards views expressed by others.

- Relating work in RE to other areas of the curriculum and their general knowledge of the world.
- Developing an understanding of what it means to belong to a community.
- Discussing differences between fairness and unfairness, right and wrong and the nature of individual responsibility.
- Expressing ideas, thoughts and feelings in art, music and drama.
- Using times of stillness to reflect quietly on what has been studied.
- Encouraging children to recognise their own value and importance as individuals.
- Fostering children's feelings of awe, wonder and mystery.
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4. To develop in children positive attitudes to other people and their right to hold different beliefs by:

- Becoming more confident in expressing their own views and beliefs.
- Exploring religious beliefs, practices and issues.
- Recognising and respecting the right to hold different views and beliefs.
- Showing readiness to accept and learn from diversity.

CURRICULUM

- CONTENT

The school follows the Discovery Re Syllabus.

Discovery RE adopts an enquiry based approach to learning which places much emphasis on Spiritual, Moral, Social and Cultural development. The key question for the enquiry is an Attainment Target 2 (impersonal) question, needing an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Discovery RE teases out AT2 (impersonal) which focuses on critical thinking skills, and AT2 (personal) which requires personal reflection into the child's own thoughts and feelings.

Christianity and the two world faiths of Judaism and Islam are studied.

In Reception children will have the opportunity to find out and learn about the world they live in, relating to working towards the objectives set out in the Early Learning Goal (ELG's). These experiences will include:

- a) learning about the beliefs and cultures of others

- b) sharing the celebration of different festivals

- c) hearing stories from a variety of cultural and religious traditions.

Where possible, the teaching of RE will be linked to other areas of the Curriculum, including English, History, Geography, Art, Drama and others where it is considered by the teacher to be appropriate.

- TEACHING AND LEARNING

Classes are divided into year groups. The teaching of RE is balanced between whole class, group work, discussion and individual work. There are differentiated tasks to meet the needs of the individual. If there is a "good fit", RE is integrated into a national curriculum topic. When this is not possible RE is taught as a separate subject or as an RE led topic (eg. Easter or Christmas).

-ASSESSMENT/MONITORING

Assessment is planned in medium and short term planning and is linked to learning objectives as listed in the agreed syllabus. Assessment of AT1 is made by teacher observation, discussion work and set assessment tasks. The results of these will be recorded by the teacher and used to inform future planning. There may be occasions when work done in RE will be used to assess other areas of the curriculum. However it is difficult and often completely inappropriate to assess AT2, the spiritual and moral development of pupils.

ENTITLEMENT

- EQUALITY

In line with the school's policy on equal opportunities and S.E.N. all children will be given access to the RE programme of study at levels which are wholly appropriate to them. Tasks are set without any differentiation based on gender or race. Specific disabilities are taken into account at the appropriate time and at the professional discretion of the class teacher.

- ACCESS

Parents of children may request that their child be withdrawn from RE. In the case of withdrawal, suitable supervision and activities will be arranged. Staff may also withdraw from teaching RE upon request to the Head Teacher.

HEALTH AND SAFETY

- SAFE GUARDING

Whenever children are involved in a visit outside school the school's health and safety procedures will be followed.

ROLE OF CO-ORDINATOR

It is the responsibility of the class teachers, monitored and aided by the co-ordinator to plan, organise and deliver the agreed areas of study and to ensure that each child performs to maximum potential.