

St. Peter's School

Religious Education Policy

LEGAL REQUIREMENTS

At St Peter's the Governing Body have adopted the Oxfordshire Agreed Syllabus 2007. The Oxfordshire Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. These are that an agreed syllabus must reflect that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

THE IMPORTANCE OF RELIGIOUS EDUCATION

At St Peter's Religious Education

- provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offers opportunities for personal reflection and spiritual development
- enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures
- encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourages pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community
- plays an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promotes discernment enabling pupils to combat prejudice.

VALUE OF RELIGIOUS EDUCATION AND ITS CONTRIBUTION TO THE WHOLE SCHOOL CURRICULUM

Religious Education promotes values such as honesty, justice, respect for all and care of the environment. It provides opportunities for all pupils to learn and achieve and promotes pupils' social, spiritual, moral and cultural development, preparing pupils for the opportunities, responsibilities and experiences of life. It contributes to the personal, social and health education (PSHE) and citizenship. It provides opportunities for pupils to develop key skills.

THE AIMS OF RELIGIOUS EDUCATION

In Reception (EYFS) the aims of Religious Education are for children

- to begin to know about their own cultures and beliefs and those of other people.
- to have the opportunity to explore this through different topics within the foundation years teaching and during collective worship.

In Key Stage 1, the aims of Religious Education are encompassed by the National Curriculum Attainment Targets and the development of specific attitudes.

The two Attainment Targets **Learning about Religion (AT1)** and **Learning from Religion (AT2)** provide the aims and direction for teaching and learning in Religious Education.

Learning about Religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation and includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils will develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

Learning from Religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Attitudes in Religious Education

While the knowledge, skills and understanding outlined in the attainment targets are central to Religious Education, it is also vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education and should be developed at each stage:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

THE RELIGIOUS EDUCATION CURRICULUM

In Reception children receive their entitlement in Religious Education through a range of activities with a specific RE focus, relating to the Early Learning Goals. The breadth of study of Religious Education encompasses Religions and beliefs, Themes and Experiences and opportunities. In Reception children begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. They visit the local church and experience services for key celebrations including Harvest, Christmas and Easter.

Throughout Key Stage 1 pupils study Christianity and some aspects of Islam and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief for some children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

The school selects the details of the RE curriculum from the Agreed Syllabus, and as in other subjects, a variety of teaching and learning strategies are used.

The Scheme of Work for RE is available in school.

RESOURCES

The school has a range of resources, including the church, that are used to support the teaching and learning of RE. Teacher resources and artefacts are stored centrally by specific religions. The school makes visits and invites visitors to the school as appropriate and uses a range of computer software and websites.

ASSESSMENT, RECORDING AND REPORTING

Assessments are made of both the attainment targets in Religious Education.

Formal and informal assessment of pupil's progress takes place during discussions and observations. This is used by teachers in planning appropriate work for pupils and forms the basis of reporting to parents in the annual report.

RIGHTS OF WITHDRAWAL

Parents have the right to withdraw their children from Religious Education. Any parents wishing to exercise their rights are encouraged to discuss this matter with the Headteacher.

SUPPORTING PUPILS WITH LEARNING DIFFICULTIES

Pupils with learning difficulties are provided with appropriate support to ensure a good Religious Education entitlement.