

# Religious Education Policy



## Teaching and Learning

Religious Education offers children the opportunity to develop a reflective approach to living and enriches this through their study of living faiths. Children will be taught that the religious traditions in Great Britain are, in the main, Christian. Religious education also takes account of the principle religions represented in this country.

## Aims

- To enable children to grow in awareness of themselves and develop a positive attitude to their own emotions, life and learning.
- To grow in awareness of others.
- To clarify and develop their ideas about their own and other people's religious beliefs.
- To ensure that pupils value and respect other beliefs.
- To enable pupils to express their own values and beliefs.
- To develop an awareness of spirituality.
- To develop mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

## Procedures

- A variety of teaching and learning styles will be used within RE lessons.
- RE will be taught across the school in line with the curriculum map.
- Children will be taught knowledge, skills and understanding through investigating different religious beliefs, experiences and culture.
- Children will be able to make balanced and informed choices and decisions with regard to religious, social and moral issues; critically evaluate alternative choices, decisions, faith and beliefs; understand and use religious terminology and explanations.
- Children will be taught the skills of empathy, reflection, comprehension, investigation, interpretation and analysis and evaluation in line with the Agreed Syllabus for Hampshire, Portsmouth and Southampton '*Living Difference III*'.
- The learning of more able pupils will be enhanced by providing appropriate, challenging opportunities to apply and extend current skills.
- Pupils with Special Educational Needs are given appropriate learning tasks and support.
- Pupils are expected to work individually and in co-operation with others on RE projects. They should be given the opportunity to express their own views and to respect the views of others.
- ICT is used to support learning in RE.
- Strong cross curricular links will be made where appropriate in order to promote creativity and enhance learning opportunities.
- The teacher will assess children's work as part of an ongoing procedure that leads to an end of year report.

- The school recognises that parents have the right to withdraw their child from RE lessons if they have sought consent from the headteacher.
- There is a portfolio of assessed work which is an ongoing document to reflect the standards and range of cross-curricular work collected across the key stage.

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

The RE Manager is responsible for:

- The management of RE across the school
- Ordering resources
- Keeping up to date with current practice and informing colleagues on new initiatives
- Monitoring standards in RE
- Ensuring continuity and progression
- Being a positive role model in the teaching of RE
- Supporting colleagues
- Providing a strategic lead and direction for RE within the school

**Accepted by Full Governing: Body 22<sup>nd</sup> March 2017**

**To be reviewed: Spring 2019**