



Bishop Bridgeman Church of England Primary School

Religious Education Policy

RELIGIOUS EDUCATION POLICY STATEMENT.

Bishop Bridgeman Church of England Aided Primary School follows the syllabus for Religious Education produced by the Diocese of Blackburn. This document provides a scheme of work for Religious Education in Church primary schools. It takes into account the fact that some schools, like ours, have a large percentage of children who are of other faiths. However, we aim to develop the children's knowledge and understanding of the major world faiths, and we aim to address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. Parents who send their children to our school know that it is a church school and expect us to be faithful to its foundation, whilst respecting other faiths. We help the children to learn from religions as well as about religions.

1. AIMS OF RELIGIOUS EDUCATION WITHIN OUR SCHOOL

- † To aid children in their spiritual life by encouraging them to develop an awareness and respect for God.
- † To assist in the search of the meaning of life.
- † To have the opportunity to grow in self-awareness and feel valued as a person.
- † To have a positive response to people and the world around us.
- † To experience awe and wonder.
- † develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain today.
- † To introduce pupils to the knowledge of the major faiths of the world, their beliefs, teaching practices and effects.
- † To introduce ethical and moral issues such as an understanding of good and evil.
- † develop an awareness of spiritual and moral issues in life experiences.
- † To help children recognise that religion should be an integral part of life.
- † develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.

2. SCHEME OF WORK

The scheme of work is intended for all staff with responsibility for the teaching of Religious Education from Reception to Year 6. The detailed programme of study for each

year group can be found on the Schools internal system (Reference: All Staff: All subjects: RE). The scheme of work was revised and reviewed in 2013/2014. The next review will take place in 2015

3. QUALITY OF TEACHING AND LEARNING.

1. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both 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.
2. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking.
3. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children..
4. Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.
5. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
 - setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - grouping the children by ability in the room and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children.

4. SCHOOL ORGANISATION.

RE is taught, by an RE specialist, in every year group during the teacher's PPA. As a Church Voluntary Aided school, 5% of the weekly timetable is given to RE Teaching and of that 66% is given to teaching Christianity.

5. ASSESSMENT.

Assessment in RE is an on-going, evaluation of the children's work is both oral and recorded. It is used to inform future planning against consideration of individual needs. An assessment record, for each unit of work is available. Further assessment evidence is available in the Evidence Book , found in all classes, and on the RE Working Wall.

6. EARLY YEARS STATEMENT

Children in the Foundation stage will be working towards the developmental area of Understanding of the World. Plans for RE include reception.

7. EQUAL OPPORTUNITIES

All children are given equal opportunities in all aspects of work arising from the RE curriculum. Our teaching is of an informative rather than experiential nature so that beliefs are not imposed on any child.

8. SPECIAL EDUCATIONAL NEEDS

Children having special educational needs will receive help from support staff according to the nature of the task. All work is differentiated to meet the needs of individual children.

9. THE ROLE OF THE COORDINATOR

The Co-ordinator is there to assist and advise in all areas relating to the teaching of RE. Monitoring of planning will be carried out within the requirements of the School Development Plan. Provision of RE Resources will be achieved in consultation with staff in order to meet their teaching needs within the constraints of the budget.

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Reviewed date: November 2014

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.