

Gillingham Primary School



Religious Education Policy

Revisions/Amendments

Date: 15.06.10 Name: Curriculum Committee

Date: 21.06.11 Name: Curriculum Committee

Date: Name:

GILLINGHAM PRIMARY SCHOOL

Safeguarding

Everyone at Gillingham Primary School is committed to ensuring the safeguarding of all children and adults. Our Safeguarding Policy and information regarding Child Protection Procedures is available on our website or from the school office.

RELIGIOUS EDUCATION POLICY

1. Introduction

- Religious Education is delivered in line with the County Agreed Syllabus 'Research' (Dorset) and features as a Core subject in the curriculum.
- The school makes no assumption about the teacher or pupil's personal faith stance. Neither do we wish to persuade children towards, or away from, a particular belief.

2. Broad aims

The aims of Religious Education in the school are to help children to:

- Grow in their spiritual development through reflection on their feelings and relationships.
- Develop skills and attitudes, which will support them in their personal, moral and social development.
- Develop knowledge and understanding of Christianity and its impact upon our local community and on society today.
- Think about their beliefs and values in the light of the beliefs and values of others, including religious traditions and the values of the school community.
- Develop knowledge and understanding the other principal religions of the United Kingdom: Hinduism, Islam Judaism, Sikhism and Buddhism, and their place in the world.
- Recognise the distinctive contribution RE makes to pupils' spiritual, moral, social and cultural development.

3. Key Objectives

We seek to enable pupils to:

- To develop skills of reflection, empathy (to understand another's point of view), communication (through art and music as well as writing and speaking) and enquiry.
- To develop important attitudes which include respect (to treat others in the way they would like to be treated themselves), sensitivity, open-mindedness and self esteem.
- To begin with children's own experiences and emphasise how special and unique they are.
- To develop confidence and responsibility.
- To play an active role as citizens in our school, the local community, Britain and the wider world.

4. The role of Religious Education in promoting Excellence and Enjoyment

- We plan opportunities to enable all children to access the curriculum, including meeting the needs and interests of visual, auditory and kinaesthetic learners and using a range of teaching tools including ICT, visual resources, teacher modelling and demonstration.
- We employ a wide variety of teaching and learning methods including art, music, discussion, debate, dance and drama, the use of artefacts, pictures, photographs, and the use of periods of stillness and quiet reflection. We also visit

places of local worship and invite in and talk to members of the local religious communities. Visits outside the local community are also encouraged and we welcome speakers representing all faiths to visit our school. The use of story, video, ICT and cultural and religious foods are used to enhance and support the pupils' learning.

- Excellence and enjoyment will be facilitated through nurturing confident, articulate and happy learners whilst developing the spirit of enquiry.

5. Opportunities for Personalised Learning.

- We recognise the importance of individual learning styles, and the impact of personal needs on progress.
- We believe that ICT is a toolbox which enhances the status of RE and varies the teaching and learning skills so that pupils may add a wider dimension to their understanding.
- The topics covered allow for planned differentiation to meet a range of needs. This may include support for less able children and extension and more challenging activities for more able or gifted and talented children.
- The children in the Speech and Language Unit follow the programme for their key stage, which is adapted to meet their language and ability needs. This programme may be delivered within the base or the child may integrate with the appropriate year group.

6. The role of Religious Education in driving up standards of achievement.

- The skills and attitudes that are developed through RE have a positive effect in the classroom and beyond which enables all children to do their best and to raise standards across the curriculum.
- RE supports other areas of the curriculum including literacy, art, music, ICT, history, geography and PSHE.

7. The role of Religious Education in promoting SMSC.

- We recognise the distinctive contribution RE makes to pupils' spiritual, moral, social and cultural development. Every lesson is a valuable opportunity to develop the skills and attitudes required to be a valued and active citizen in our society; locally, nationally and globally.
- RE helps develop the skills of reflection, empathy, communication in various forms and the spirit of enquiry. It develops positive attitudes which include respect, sensitivity, open-mindedness and self esteem.

8. The role of Religious Education in promoting health and well-being.

- Pupils are encouraged and assisted to develop their skills in spiritual, moral and social development and are therefore better equipped to make informed choices and behave responsibly.

9. The role of Religious Education in preparing pupils for economic well-being.

- Children who have acquired the skills and knowledge taught in RE will be better equipped to access the range of opportunities in the wider, economic world by applying their understanding in a range of everyday situations.

10. Safeguarding equal opportunities in Religious Education.

- All children have access to the Religious Education curriculum.

- Where homework requires research to be carried out, those children without ICT at home should be provided with the appropriate facilities, software and time in school.
- Parents have the legal right to withdraw their child from Religious Education on the grounds of conscience. If a child is withdrawn for the above reason, arrangements are made with the Headteacher.

11. Opportunities for partnerships with parents and carers/the wider community.

- Celebration days are a chance to 'show off' our achievements in Religious Education.
- Visitors are welcomed as a valuable contribution enabling children to share other people's beliefs, memories and ideas.

12. Professional development.

- Outcomes of monitoring of lessons, planning and children's understanding identifies strengths and weaknesses in RE are shared with all staff and directly impacts upon whole school development and individual professional development.
- The RE coordinator attends forums organized by the LEA and passes on information, ideas and advice from both training and independent research to colleagues.
- Where appropriate, teachers are encouraged to attend courses run by the LEA.

13. Guidance about Planning.

The themes that have been chosen fully support the Dorset Agreed Syllabus.

Planning

Planning is carried out in three phases (long, medium and short term). The curriculum maps for each year group detail a broad framework of curricular provision, reflecting the school's overall aims, objectives and policies.

Medium term planning consists of a detailed outline of each unit of work including identified learning objectives, activities and assessment criteria. The medium term plans are then organised into detailed short term plans specifying differentiation, group and class targets, resourcing and individual learning styles. Consistency in planning is achieved by using agreed pro formas at the medium and short term stages.

14. Guidance about Assessment and Recording.

Assessment of children's skills and knowledge will include:

- Formative assessment – by using techniques such as questioning, discussion, observation and marking to inform class teaching and future planning.
- Summative assessment – based on the criteria set out in the pupil record sheets.
- Comments about the child's progress and achievement should be reported to parents at the end of the year and this assessment level should be used to indicate how the child compares with national expectations.

15. Guidance about Homework.

Homework for this subject is set in accordance with our homework policy. RE provides an excellent opportunity to link school with home via homework through research, sharing experiences and recording their own thoughts and ideas.