



Religious Education Policy

Our mission is to inspire, nurture and challenge every learner to achieve their full potential.

Introduction

Religious Education actively promotes the values of truth, justice, respect for all and care for the environment. RE also recognises the changing nature of society including changes in religious practice and expression and the influence of religion in the local, national and global community.

At Holbrook Primary School we develop the children's knowledge and understanding of the major world faiths. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children and staff within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

In addition Holbrook Primary School we are concerned to fulfil the aims of the Wiltshire Agreed Syllabus for Religious Education.

Aims

The aims of Religious Education at Holbrook Primary School are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Principles of Practice

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.

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 aim to invite people of different faiths or parents into school to talk to the children about special events / celebrations within their religion.

Learning and Teaching

We plan our religious education curriculum in accordance with the Wiltshire LEA's Agreed Syllabus and the 'Discovery RE' scheme. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

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.

Assessment and Recording

The teacher carries out regular formative assessment and uses this to inform planning. Marking and feedback is linked to the learning objective and success criteria expressed as the 'How'. Over time, assessment should build a picture of pupils' attainment in RE.

In EYFS pupils are assessed using an on-going process of evidence collection as part of the area 'understanding of the world'.

Monitoring and Evaluation

The quality of teaching in RE, the standards attained by pupils, and their progress will be part of the school's monitoring of learning, teaching and pupil progress.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.