



Madras V.A. Primary School

'Every child will succeed in a caring and supportive environment'

RELIGIOUS EDUCATION POLICY

Mission Statement

'Every child will succeed in a caring and supportive environment'

Christian values underpin our ethos and teaching

High priority is given to the spiritual development of all and we promote mutual respect and responsibility.

Understanding of our world as a gift from God to be respected and valued.

Respect for ourselves and others is essential

Caring for others is always encouraged.

Home and community links are highly valued.

Christian Values

Forgiveness, Koinona, Trust, Endurance, Wisdom, Thankfulness.

Rationale

At Madras School, Religious Education will be determined by the Governors in accordance with the Trust Deed. The Church in Wales Religious Education Syllabus for Primary Schools /Maes Llafur Addysg Grefyddol ar gyfer Ysgolion Cynradd, is used. Recognising its historical foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at Parish and Diocesan levels.

Religious Education in a church school has developed a broader educational base from which it considers all aspects of religion including worship, celebration, lifestyle, leaders, beliefs, questions and world religions.

Religious Education is in a unique position to promote the spiritual development of the children. It encourages the children to discover personal beliefs and values and contributes to their moral and social development together with encouraging practical, analytical, aesthetic and communication skills.

Statement of Intent

At Madras School it is the intent of our Religious Education to:

- Give each child the opportunity to make informed judgements and develop beliefs and values which will give meaning and value to later life.
- Equip each child with knowledge and understanding needed to develop his/her potential

Aims

- a. To develop the children's knowledge and understanding of the beliefs and practices of Christianity with Judaism, Islam and the religion of any other faith represented within our school community.
- b. To help children appreciate the influence that religious belief and practice has on believers today.
- c. To encourage in the children a respect for, and sensitivity to, those who hold different beliefs from their own.
- d. To help children explore and reflect upon their own life and religious experiences (e.g. celebrating special times) and those of others.
- e. To give children opportunities to develop and express their feelings and beliefs.

The R.E. syllabus is that approved for use in Church in Wales V.A. Schools.

We greatly value R.E. for its contribution to personal, social and moral education. The school helps pupils to gain knowledge and understanding of diverse religious beliefs and practices and the part they can play in the lives of individuals to enable them to make their own judgements.

An act of collective worship occurs on a daily basis for all children. It is broadly Christian in nature. We regard the place of worship and the times when the whole school meet together as extremely positive aspects of the curriculum, offering a time for celebration, reflection, sharing, caring and respect for the whole community and environment. We celebrate festivals, birthdays and achievements and promote the feeling of belonging to a school family community.

Parents are requested to specify formally and in writing to the Headteacher if they do not wish their child to attend collective worship or receive instruction in R.E.

The R.E. Curriculum

Content

The teaching of Religious Education is based on the Church in Wales Primary School Syllabus. At Madras VA Primary School, the children will be taught mainly about Christianity, Judaism and Islam, although other religions may be referred to and taught as and when our cross-curricular themes suggest that this would be appropriate.

The Foundation Phase will study Christianity, Judaism and aspects of cultural diversity. Key Stage 2 will study Christianity, Judaism and Islam.

The whole syllabus ensures progression and development from Foundation Phase through to Key stage 2.

Learners are given the opportunity to engage in fundamental questions, explore religious beliefs, teachings and practices and express their personal responses through the six strands of study: Bible, Jesus, Church, Festivals, Christian Life and Values and Other faiths.

All six dimensions are taught with three attainment targets:-

- Knowledge and Understanding
- Appreciation of Life Experiences
- Exploring and Responding

Skills and Attitudes

In order for children to achieve an appreciation of religion and its influence on people's lives they need to develop certain skills and attitudes. Some of these are as follows:-

<u>SKILLS</u>	<u>ATTITUDES</u>
Enquiry	Curiosity
Expression	Open-mindedness
Empathy	Critical mind
Interpretation	Tolerance
Reasoning	Self-confidence
Meditation	Consideration
	Appreciation
	Commitment

The above named Skills and Attitudes permeate the whole syllabus and should be fostered and developed progressively throughout the curriculum.

Approaches to Teaching R.E.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, ICT, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Topics and thematic approaches with other subjects in the curriculum are encouraged.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Links to Other Subjects

The Literacy and Numeracy Framework and DCF as well as other subjects are incorporated into RE lessons where this is appropriate to do so; never at the expense of teaching RE; but to occasionally add to its significance or to enhance concepts. Where possible and appropriate ICT, geography, history, art and music, dance and drama are also incorporated: sometimes this is to provide a stimulus for the lesson, sometimes to provide a different way of pupils responding to their religious education.

Progression and Continuity in Wales

This is inherent in the Church in Wales Syllabus and by teaching themes from each of the dimensions outlined, greater continuity and balance is included in the delivery.

Time Allocation

At least 5% of curriculum time should be given to religious education and this time is quite separate from that which is devoted to collective worship. If the children are in school for 25 hours a week then 5% of this time amounts to one hour 15 minutes, enough to do some serious work without making the religious education session occupy a full morning or a full afternoon.

Equal Opportunities

The content of RE in the school will be appropriate for all children irrespective of their religious and cultural background. They will be encouraged to show sensitivity and respect for different views and beliefs.

All pupils in mainstream schools must be taught religious education unless their parents have requested their withdrawal from RE lessons.

Teachers will be sensitive to, and aware of, the distinctive needs of individual students.

For learners working below the expected level, teachers should adapt their teaching style and differentiate accordingly. For more able and talented learners working at higher levels, teachers should use materials in ways that extend breadth and depth of study and provide the opportunities for independent learning.

Withdrawal

It is accepted that pupils take part in Religious Education, with the agreement of their parents, who retain the right to withdraw their child(ren) from R.E. lessons. Should parents wish to withdraw their children for such lessons, they will be invited to discuss the reasons and formally asked to put such requests in writing.

Assessment

This is in accordance with the school policy on assessment. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set and to use this to inform future planning. The teacher will also ensure that learners understand, are involved in and share in the responsibility for assessment of their learning i.e. to know what their next steps are in learning.

Pupils are often encouraged to self and peer-assess where possible and reflect on their own learning.

Progress in RE is communicated at least annually in written form, but teachers verbally report to parents about all subjects during termly parents' evenings.

The school keeps a folder of moderated work, which include long terms plans, assessment criteria (using levelled descriptors) and other documentation such as Bishops visitor reports relating to the teaching and learning of RE.

Involvement with the Local Community and the Church

The learning experiences of the children are enhanced by involving local visitors and those from other organisations and charities to talk to our pupils about their work and to involve them in the life of the community.

The school has strong links with St Mary Magdalene, Penley. The Vicar visits the school on a regular basis to lead Collective Worship. Every term, the children visit the church and take part in special services.

When appropriate, visitors from other faiths are invited into the school to contribute to RE topics.

School attends the local church at various times of the year for Celebratory Services but also as part of RE lessons where the building or liturgy are a focus or for integrated topics and projects.

Prayer Spaces

The school has a number of reflective spaces within the school, but needs to further develop these outside. Each class has a Prayer Space and these are changed each term in-line with the Christian Value.

The Role of the Co-ordinator

The role of the coordinator will include the following:

- Develop a whole school Scheme of Work to ensure continuity and progression in teaching and learning at both the Foundation Phase and KS2.
- Enhance and extend the awareness of teachers by attending courses and leading staff inset meetings.
- To monitor the 'range' and skills taught in Religious Education.
- Improve the level of resources for Religious Education.
- Support and advise staff as required.
- To oversee a portfolio of levelled work

Monitoring and Review of Policy	
Authors	
Created	
Last updated	
Adopted by Full Governing Body on	