

SCHOOL POLICY FOR RELIGIOUS EDUCATION

Introduction:

A Church school's distinctive Christian ethos is not an accident, it is something which is grown, shared and worked at. The two core New Testament values which underpin our school ethos are agape (Christian love) and koinonia (community).

Religious Education in a Church Aided School has a unique position in the curriculum. It is a means for helping children explore the spiritual dimensions of life and to lay the foundations for understanding of the Christian Faith. It is an integral part of school life and is developed throughout the curriculum. It is generic to the ethos of the school.

We maintain strong links withChurch and the local community. We welcome the contribution that visitors to lead Daily Worship make towards enriching religious education in our school.

The challenges that children will meet growing up in a multi-cultural, multi-faith society will be addressed through planned units of work. These are organised in accordance with Diocesan recommendations and will enable children to develop their knowledge, understanding and respect for the traditions and culture of the other major world faiths.

The teaching of Religious Education in a Primary School must take into account the age and understanding of the child and whenever possible be closely related to their first hand experiences. To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into the classroom

Aims for Religious Education- Intent:

It is our intention to develop religious literacy. Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief.

To do this we aim to:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?

- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

Implementation

For this to happen we will:

- develop pupils' skills;
- enable them to ask questions;
- encourage children to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives. This will be implemented by using the resources from Understanding Christianity to teach about Christianity and using Cambridgeshires agreed syllabus to create our own units based on our school demographics to teach other world religions. There are two attainment targets;

AT1 – Learning About Religion and Belief

Enquiring into, investigating and understanding religions and beliefs.

This includes thinking about and interpreting religious beliefs, teaching, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communication reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to specific religions studied.

Impact

Through the teaching of RE our children will;

- know about and understand Christianity as a living world faith, by exploring core theological concepts
- develop knowledge and skills in making sense of religious texts and understanding their impact in the lives of Christians
- develop their abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.
- have a good understanding of the key practices and beliefs of major world religions and worldviews.
- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Respond to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflect on their own beliefs, values and experiences in the light of their study.