

Houghton Conquest Lower School and Early Years Centre

Religious Education Policy

Houghton Conquest Lower School follows the Religious Education Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The Standing Advisory Council on Religious Education (SACRE) is responsible for reviewing this syllabus as Religious Education is not part of the National Curriculum but a local responsibility.

The teaching of Religious Education in our school is non-denominational. It informs children about world religions and is not about imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity. All children share a collective worship time each day of broadly Christian character. A yearly programme of themes is planned with religious, cultural, social and moral themes.

Religious Education provokes challenging questions and offers opportunities for personal reflection and spiritual development. At our school we aim to make our Values embedded into all subjects as well as our behaviour policy. Our Values would also have a strong influence upon our daily assemblies linking moral themes with spiritual ones when appropriate.

Legal requirements

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils and that it shall contain Religious Education.

Parents have the right to withdraw their child/children from RE lessons provided they give written notification to the school. Teachers can also exercise their right to withdraw from teaching the subject.

All maintained schools must meet the requirements set out in the section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of pupils. Meeting our requirements for collective worship, establishing a strong ethos supported by effective relationships throughout the school, and providing activities beyond the classroom are ways in which we ensure pupils' SMSC development.

Aims

Overall Aim

The core aim of Religious Education is:

- To contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

Specific Aims

To achieve this core aim the Agreed Syllabus has two broad Attainment Targets.

AT1 Learning about Religion:

To acquire knowledge about and understanding of religions through:

- Creating a coherent picture of each religion
- Explaining the meaning of religious language, stories and symbolism
- Explaining similarities and differences between, and within religions

AT2 Learning from Religion:

To enable pupils to reflect on and respond to their study of religions:

- Giving an informed and considered response to religious and moral issues
- Reflecting on what might be learnt from religion in the light of one's own experience
- Identifying and responding to questions of meaning within religion

Practice

Intended outcome

Pupils at Houghton Conquest Lower School will be given the opportunity to have access to learning experiences which promote:

- Enquiry skills.
- Understanding of the importance, for some people, of belonging to a religion and recognising the difference that this makes to their lives.
- An ability to use specialist vocabulary (at an appropriate level) to communicate their knowledge and understanding.
- The enrichment of learning experiences through visits and visitors.

Teaching and Learning

Recommended time allocation is 36 hours per year in KS1 and 45 hours per year in KS2.

At Houghton Conquest Lower School we believe that a variety of teaching and learning styles and classroom organisation are necessary to maximise the significant contribution that RE makes to pupils' all round development.e.g.

- Individual, group and class discussion
- Handling, exploring and responding to religious artefacts
- Individual and group enquiry
- Written material
- Responding to IWB resources, selected web sites, television programmes, CDs, DVDs
- Creative activities, e.g. reflective writing, posters, art.
- Responding to knowledge imparted by teacher or visitors
- Learning outside the school environment e.g. planned visits
- Drama and role play e.g. hot seating
- Bi-annual Faith Tour In Key Stage 2 and at least a whole school Faith week including assemblies for visiting speakers focusing on different religions every 4 years.

Teaching and assessment are carried out by the class teacher.

More information about Promoting Pupils' Spiritual, Moral, Social and Cultural Development

Spiritual development – through helping pupils consider and respond to questions of meaning and purpose of life, and questions about the nature and values in human society:

Moral development - through helping pupils consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables them to make reasoned and informed judgments on religious and moral issues.

Social development – through helping pupils develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society;

Cultural development – through fostering pupils' awareness and understanding in a range of beliefs, practices and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live.

Differentiation

At Houghton Conquest Lower School we ensure that appropriate learning activities are available by setting suitable learning challenges and responding to the pupils' diverse learning needs.

Opportunities for extension and enrichment are built into all our schemes of work.

Equal opportunities

Houghton Conquest Lower School is committed to working towards equality of opportunity for all children, regardless of age, ability, gender, race and social circumstances. All pupils are of equal

value and have the same right to take part in the varied activities and opportunities wherever possible.

Resources

Religious Education will be resourced as comprehensively as possible, within the financial constraints of the school budget.

Resources are stored centrally in the staffroom to allow easy access.

A resource audit list is kept with the resource materials.

Artefact items, for the major world faiths, are located in the staffroom.

Additional resources, to enrich learning can be borrowed from the Diocesan Education Resources Office, Saint Mark's Church, Calder Rise, Bedford.

QCDA: Primary RE (<http://curriculum.qcda.gov.uk/new-primarycurriculum/areas-of-learning/religious-education>)

Monitoring of School Policy and Practice

Monitoring of the Religious Education Policy will be carried out by the Governing Body on a rolling programme to enable all subjects to have a focus period especially when the new syllabus is launched (next due in 2017).