



COLD HARBOUR
C of E Primary School

Growing, Learning, Achieving Together

Religious Education Policy 2017

	Date	Signature
Discussed at Staff meeting	03.05.17	
Discussed at Curriculum	23.05.17	
FGB:		

Responsibility of Curriculum Committee

Next Review Date: _____

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

TRUST
HONESTY
THANKFULNESS
RESPECT
TALK
TO MY
GOD
FAITH

Rationale

Cold Harbour C of E Primary School is a voluntary controlled school, which primarily caters for the local community. Under the Education Act 1996 schools must provide Religious Education for all registered pupils, although parents can choose to withdraw their children (see section 1.1). As a school we value the contributions RE makes to the curriculum and to the ethos of the school and we therefore hope that all children and staff will be able to participate.

RE is concerned with developing knowledge, skills and attitudes. It provides the children with opportunities for spiritual, moral, social and cultural development. It is broadly based on the Christian faith but includes the other major religions of the world.

(1.0) The aims of RE

RE should help pupils to:

Learn about religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learn from religion by

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

These aims are achieved through a focus on two key aspects of RE as below:

- **Learning about religion** includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion and its impact on the lives of believers.
- **Learning from religion** is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about

religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

(1.1) Time for Religious Education

Although time can be allocated to RE creatively and flexibly over terms and the subject might be planned in combination with other subjects, the agreed syllabus for Milton Keynes has been based on the expectation that the following hours be devoted to RE:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

(1.2) Withdrawal from Religious Education

Religious education at Cold Harbour C of E Primary School is an important and integral part of the curriculum. We hope that all parents will appreciate the value, breadth and depth that this subject can bring to their child's development. Parents do, however, have the right to withdraw their child from religious education. This will be done in consultation with the Head Teacher and the Governors. The right of parents to withdraw their children from religious instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of RE. It also protects a teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject.

(1.3) Teaching and Learning of RE

We base our teaching and learning style in RE on the key principles 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.

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 organise visits to local places of worship and invite representatives of local religious groups to come into school and visit the children. A representative from our local church visits our school regularly.

We recognise that all classes in our school have children of widely differing abilities, and so we can provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

(1.4) Curriculum Planning in RE

The planning and teaching of RE is guided by the following:

- The Agreed Syllabus for RE in Milton Keynes (2015) (appendix 1).
- The needs and religions of the community.
- First hand experiences as well as ideas shared by others.
- The use of a variety of teaching and learning situations including stories, poems, songs, pictures, visits, artefacts, visitors and drama.
- Knowledge and understanding at the relevant Key Stage to be applied when studying the units.
- Opportunities for children to both learn about and learn from religions.
- Links to the planning for PSHE.

We plan our religious education in accordance with The Milton Keynes Agreed Syllabus (2015). We ensure that the topics covered build upon prior knowledge. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression built into our long term plan provides the children with an increasing challenge as they move through the school.

We carry out curriculum planning in religious education in two phases; long term and medium term. The long term plan maps the religious education topics studied in each term during each key stage.

Our medium term plan planning gives detail of each lesson for each half term. As we have some mixed-age classes, we carry out the medium term planning on a two year rotation cycle. By doing this we ensure the children have a complete coverage of The Agreed Syllabus (2015).

(1.5) Foundation Stage

We teach religious education to all children in school, including those in the foundation stages classes. In EYFS, religious education is an integral part of the topic work covered during the year. The religious education aspects of the children's work is related to the EYFS Development Matters document; which underpins the curriculum planning for children aged three to five. We also use the Milton Keynes agreed syllabus guidance to plan and deliver effective and relevant RE.

(1.6) Special Educational Needs

We believe that all children at Cold Harbour C of E Primary School should have equal access to RE so that they have the opportunity to progress and demonstrate achievement irrespective of ability and special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the agreed syllabus.

(1.7) The role of the RE Co-ordinator

- To co-ordinate the teaching of RE within the school.
- To monitor the use of the policy and the agreed syllabus for Milton Keynes.
- To ensure continuity and progression of the teaching and learning in RE across the key stages and the school.
- To make changes to the policy and scheme of work if necessary following a review.

- To order and maintain resources.
- To make staff aware of changes/thinking in RE.
- To support staff who are less confident with RE.
- To make staff aware of RE courses on offer and encourage them to attend.
- To provide where necessary staff training and development.
- To liaise with religious leaders in the local community.

Updated 03.05.2017

By Victoria Borner