

TOLL BAR PRIMARY SCHOOL

RE POLICY

Introduction

Toll Bar Primary is made up of staff and pupils who are linked with many parts of the world and faith groups, or who have no recognised faith group. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including those who have recently come to our area and those for who English is a second language.

We believe that Religious Education (R.E.) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

We recognise that through Religious Education we can provoke questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We can develop pupils' knowledge and understanding of Christianity and other principal religions, religious traditions and world views.

It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression and the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to explore their own and others religions, beliefs, values and traditions. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Toll Bar Primary School teaches a skill based curriculum and teach appropriate skills to pupils in their care.

Parents who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head teacher.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses. Inclusion and differentiation for children with SEN and EAL are taken into account

in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We visit St Phillip and James Church every Christmas, Father Dickinson visits Easter and Harvest and we have visitors from the local Methodist and Baptist Churches. We also visit the local Sikh Temple. The local Bible Studies Group come in at Easter and Christmas to undertake the relevant journeys. These journeys are interactive and enjoyed immensely by pupils. The Bible Studies Group annually come and work with year 4 and look at a variety of Bible stories.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development.

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE/Citizenship and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. The SEAL (Social & Emotional Aspects of Learning) supports our work in this area. We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious Education also introduces pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Recording, Marking, Assessment and Reporting

Pupils' work is marked and assessed in line with our policies on assessment and marking and this assessment is used to inform planning, to recognise and celebrate achievement and motivate the learner. Teachers ensure that lessons have a clear focus and objective and that learning experiences are evaluated. Both formative and summative assessments are used. Assessment strategies include listening to pupils, questioning, self-assessment opportunities and marking. AFL is integral part of our assessment. RE work may be part of APP. RE Key Skills are used to inform and help pupils make progress in RE.

Management

The resourcing of Religious Education is managed by the RE subject leader. An annual Action Plan is produced and evaluated and an annual report is given to Governors on progress and areas to develop.

Appropriate training and professional development is organised for members of staff when necessary. RE scheme of work is evaluated annually. Resources are stored in a central place for use by all staff.

Each term at week is dedicated to an aspect of our syllabus e.g Judasim. The work covered in this week is shared by each class. From these weeks a portfolio of work is collected to form a basis of expectations.

Reviewed ; January 2013

Next Review: January 2015 (unless a change in statutory legal requirements come into force before this date)

Chair of Governors:

Date: