



*'ALIS VOLAT PROPRIIS'*

**SEATON HOUSE SCHOOL**

**RELIGIOUS EDUCATION POLICY**

Date Reviewed: September 2019  
Next Review Date: Autumn 2021  
Reviewed by: Head & RE Co-ordinator

# RE Policy

**This policy applies to the whole school including the Early Years Foundation Stage**

## Aims

- To help our pupils develop respect and sensitivity for all people
- To help our pupils understand faith and moral codes to guide them and develop informed opinions
- To help our pupils develop an understanding of modern multi-cultural Britain and how this is reflected in their lives and local community
- To help our pupils understand more about the importance of religion in today's world.

## The importance of Religious Education in the curriculum

Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

The RE curriculum aims to give the pupils in our care knowledge and understanding of the principal religions, these are Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is taught within a local, national and global context. The integrated topic provision provides further opportunities for the pupils to learn about other non-religious perspectives such as humanism.

Our school RE curriculum offers pupils opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the pupils. The faith background of both the staff and child's family is respected at all times. *(Please refer to the British Values Document.)*

In learning **about** Religion, pupils learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In learning **from** Religion pupils reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

## Key Skills in RE

We strongly believe that RE is more than just developing pupils' knowledge and understanding. We seek to develop pupils' skills in investigation, enquiry, communication, interpretation, analysis, reflection and evaluation. These are important life skills for pupils to develop and use in their daily lives.

These include:

**Investigation/enquiry** (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).

**Communication** (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).

**Reflect** (ensuring the pupils have planned time to consider and reflect on their understanding and opinions)

**Interpretation** (recognising and talking about religious symbols, stories and sacred texts).

**Analysis and evaluation** (developing their own views and ideas, recognising the views of others).

### **Key Attitudes in RE**

As with skills RE has a number of key attitudes it seeks to promote. These include:

**Self-esteem** (so that every child feels valued and significant),

**Respect** (including being sensitive to the beliefs, feelings and values of others),

**Open-mindedness and tolerance** (being willing to learn and gain new understanding)

**Appreciation and wonder** (developing pupils' imagination and curiosity).

### **Expectation in RE**

There are no formal assessments for RE as many of the targets and attainments cannot be measured in real terms. However, when appropriate, end of unit assessments may take place in order to inform planning and next steps.

By the end of Key Stage 1 most pupils will be expected to achieve some of the following:

Pupils can use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others' experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most pupils will be expected to achieve some of the following:

Pupils can describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on peoples' lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others' lives. They can also describe what inspires and influences themselves and others.

### **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject and we employ a wide range of learning methods in our teaching. These include:

- Visiting local places of worship and receiving visitors from faith communities  
Using art, music, dance and drama  
Pupils experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help pupils develop their understanding of religious beliefs and forms of expression

- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping pupils' awareness of religions and beliefs.

### **Organisation of RE**

RE is taught through a range of religions and beliefs and key themes. These are outlined below

<b>Form I</b>	<b>Harvest</b> <b>Why give gifts at Christmas?</b> <b>Special Objects</b> <b>Special Places</b> <b>Our Wonderful World</b>
<b>Form II</b>	<b>Myself</b> <b>Christmas</b> <b>Morals</b> <b>Easter</b> <b>Leaders &amp; teachers</b>
<b>Form III</b>	<b>Christianity (signs &amp; symbols)</b> <b>Christmas</b> <b>Life of Jesus</b> <b>What is the Bible and why important to Christians?</b> <b>Miracles of Jesus</b>
<b>Form IV - VI</b>	<b>Christianity – parables, old testament stories.</b> <b>Hinduism</b> <b>Buddhism</b> <b>Sikhism</b> <b>Judaism</b> <b>Islam</b> <b>Women in religion</b>

### **Assessment and Recording**

In RE we provide annual reports based on the teacher assessed progress and effort made by each pupil. A comment is made about the wider development of the character of the pupil, through the medium of RE.

### **Rights of withdrawal**

We firmly believe that RE is an important subject in pupils' learning. The school asks parents/carers to contact the Head teacher if they have any concerns about RE provision and practice at the school. As with all other subjects that are taught within the school, all pupils are set to learn from participating fully in this part of the curriculum.

## **Learning resources**

We encourage the use of a wide range of resources to enrich pupils learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all pupils.

Teaching is planned to meet the individual needs of the pupils.

## **The contribution of RE to the wider curriculum**

Some aspects of the RE curriculum has its own distinctive subject matter and is therefore taught as a separate subject.

The key ones are.

### **RE contributes to pupils' spiritual development by:**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
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### **RE contributes to pupils' moral development by:**

- Enabling pupils to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to pupils and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

### **RE contributes to pupils' social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Developing an attitude of respect and tolerance, through understanding and experience.

### **RE contributes to pupils' cultural development by:**

- Encountering British people of different faiths
- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

## **RE and the use of language**

RE can also make an important contribution to pupils' use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Use this vocabulary to help communicate and explain their thoughts / feelings with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired to want to ask and respond to questions.
- Write in different styles / forms - such as poetry, diaries, reports and extended writing.

## **REVIEW**

This policy will be reviewed every two years.

**Reviewed September 2019 by Mrs Sarah Hammond**

**Judith Evans**

Chair of Governors

**Ruth Darvill**

Headteacher