



Religious Education Policy

INTRODUCTION

This Policy is intended to be a statement of Moorpark Junior School's approach to the teaching of R.E. It was written in consultation with the staff.

PURPOSE

This Policy is closely linked to the School Improvement Plan, and is in line with Stoke-on-Trent's Agreed Syllabus for R.E licensed to Stoke on Trent SACRE for use in schools in Stoke on Trent for 2016-2020). This Policy will provide a framework for the learning and teaching of R.E. in school.

DEFINITION

R.E. is a foundation subject in the National Curriculum. R.E. is concerned with the ways in which people express their understanding of the significance and purpose of life, and is uniquely placed to promote the personal development of pupils (see 'Aims').

- R.E. is a compulsory part of the basic curriculum for all Key Stage 2 pupils, and should be taught according to the Stoke-on-Trent's Agreed Syllabus for R.E. (except children who are withdrawn according to the wishes of their parents).

AIMS

Through R.E. we aim to develop aspects of children's:

- Spiritual development.
- Moral development.
- Social development.
- Cultural development.

Through R.E. we aim to provide opportunities for pupils to:

- Consider, explore and respond, and reflect.
- Develop knowledge and understanding, recognise and reflect.
- Learn about and value, see and experience.

1. To acquire and develop knowledge and understanding of beliefs, values and traditions of faiths.
2. To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. To develop the ability to make reasoned judgements about religious and moral issues.
4. To enhance their spiritual, moral, cultural and social development.
5. To develop a positive attitude towards other people, respecting the right to hold different beliefs from their own and towards living in a society of diverse religions.

ROLE OF THE R.E. LEADER

1. To be responsible for monitoring teaching and learning in R.E. within the school.
2. To purchase necessary resources to enable the subject to be taught effectively, in consultation with the staff and the Head Teacher.
3. To attend courses, lead in-service training and liaise with senior management and Governors.

MONITORING

The R.E. Leader, Head Teacher and Deputy Head Teacher will be responsible for monitoring. This will include classroom observations, scrutiny of planning and examples of pupils' work.

PLANNING

RE is planned using the Stoke-on-Trent's Agreed Syllabus for R.E (licensed to Stoke on Trent SACRE for use in schools in Stoke on Trent for 2016-2020).

RE – Year group coverage

| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
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| <u>Year 3</u> | What do people believe about God? Why do people pray? | Why is the bible important to Christians ? | Why is Jesus inspiring to some people? |
| <u>Year 4</u> | Why are festivals important to religious communities? Why do some people think life is a journey? | What does it mean to be Christian? What does it mean to be a Hindu ? | What can we learn from religions about right or wrong? |
| <u>Year 5</u> | Why do some people believe God exists? | What does it mean to be a Muslim in Britain today? | If God is everywhere, why go to a place of worship? |
| <u>Year 6</u> | What do religions say to us when life gets hard? Judaism | Is it better to express your religion in arts and architecture or in charity and generosity? | What matters most to Christians and Humanists ? |

CROSS-CURRICULAR LINKS

R.E. promotes key skills, which can be used throughout the curriculum. These include communication skills, I.C.T., improving own learning and performance, problem solving, and creative thinking skills (see page 7 in the Agreed Syllabus for more information).

DIFFERENTIATION

Differentiation will be developed through the work set, the organisational planning, the resources used, and the use of support staff and by outcome.

S.E.N.

R.E. will be taught in line with the school's Special Educational Needs Policy.

EQUAL OPPORTUNITIES

Equal opportunities will be afforded to all children in line with the school's Equal Opportunities Policy.

ASSESSMENT AND RECORDING (see Section D of the Agreed Syllabus)

In line with the Agreed Syllabus, children will be assessed using the Learning outcomes on the unit of work being covered

RESOURCES

To be developed in consultation with staff.

HEALTH AND SAFETY

See the school's Health and Safety Policy.

This Policy will be reviewed annually.