



# SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL POLICIES AND PROCEDURES

## Religious Education Policy

**Mission Statement:** We aim to provide the highest quality of teaching and learning for all our children. We seek to create a Christian environment that is open, stimulating, safe and caring. We strive to value each individual and encourage attitudes of self-respect, responsibility and tolerance.

**DATE ISSUED:** 2006

**DATE LAST REVISED:** January 2010

**DATE OF NEXT REVIEW:** January 2012

**PURPOSE:** In accordance with section 352(1)(a) of the [1996 c. 56.] Education Act 1996, the Governing Body has a statutory responsibility to ensure that the school provides Religious Education in accordance with the LA agreed syllabus and recommendations by the Diocese of Winchester.

Parents have the right to withdraw their children from R.E. lessons if they so wish, however it is hoped that parents would discuss it with the headteacher in the first instance.

**SCOPE:** This policy applies to staff, governors and pupils of the school.

### SIGNATURES:

..... (HEAD TEACHER)

..... (CHAIR OF COMMITTEE)



At Silchester Church of England Primary School, a Christian ethos is promoted through example and direct teaching, whilst recognising that not all of the pupils will be practising Christians.

### **Aims**

It is recognised that spiritual, moral, social and cultural development of pupils plays a significant part in their ability to learn and achieve. Therefore, the aim is to provide an education which gives pupils the opportunity to explore and develop their own values and beliefs, spiritual awareness, standards of personal behaviour, understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

### **Principles**

- Christianity will have a central role in the R.E. curriculum, alongside appropriate teaching about other faiths.
- The Christian values of the school should impact on learners and enable them to flourish as individuals.
- The integrity and spirituality of pupils from different faith backgrounds will be respected. The diversity of spiritual traditions will be recognised and pupils will be given access to alternative views.
- R.E. will be promoted and publicised in the school and within the parish as appropriate.
- Links with the local parish will be made explicit within the R.E. curriculum. The local clergy and members of the parish and community should be involved in supporting the R.E. curriculum in order to enhance the teaching, learning and promotion of R.E.
- Children should be taught with the same amount of challenge as in other subjects
- R.E. should have a fair share of finance and professional development
- The use of high quality resources and artefacts is important in promoting effective learning

### **Teaching and Organisation**

The R.E. curriculum should be taught and experienced in broad and various contexts. Above all, the teaching of R.E. and the learning environment should seek to be inspirational.

Excellence in R.E. teaching should enable pupils to:

- Recognise that they are part of a Christian school community
- Show clear knowledge and understanding of different faith communities and their teachings, and appreciate their impact on personal, local, national and international situations
- Show clear knowledge and understanding of the diversity of belief and practice within individual regions
- Reflect on their own beliefs and values in the light of their own learning
- Explain the use of symbolism in religion
- Articulate religious ideas and concepts using technical vocabulary

- Reflect critically on ultimate questions in life
- Experience the awe, wonder and mystery at times

Current guidance on the review of the primary curriculum recommends that R.E. should be integrated with other areas of the curriculum where possible to provide a holistic approach to children's learning. There will however be times when no obvious links can be made and thus R.E. will be taught as a discrete subject.

R.E. also lends itself to being taught in blocked units, providing the opportunity for pupils to become immersed in the topic, and for teachers to reinforce learning through literacy, role play, ICT, art etc.