

Religious Education Policy

SAFEGUARDING STATEMENT

In order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risks of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

PHILOSOPHY

Within the curriculum, Religious Education provides a reminder that education concerns the whole person, body, mind and spirit, and enables pupils to explore meaning and purpose in their lives.

SCHOOL POLICY STATEMENT

The 1988 Education Reform Act states that RE must be taught to every pupil registered at the school.

St. Margaret's Infant School teaches RE according to the Medway Agreed Syllabus "Reflecting on Religion" (1999), and the additional guidance parts 1-3. It is part of the basic curriculum and has equal standing in relation to the core and other foundation subjects within the National Curriculum.

The LA agreed syllabus (p7) offers the following aims:

"Religious education develops pupils' knowledge and understanding of religions, enables them to make reasoned and informed judgements about spiritual, religious and moral issues and offers them opportunities to consider ways in which religious insights, values and traditions might enrich their lives. It provides the opportunity to explore issues of meaning and purpose in seeking to develop tolerant and respectful citizens in a culturally diverse society."

RE is approached in the school through the suggested programmes of study (Medway Syllabus) for the Foundation Stage and Key Stage 1. In Key Stage 1, there is a requirement to teach two core units and two selected units. The core units are aspects of Christianity and aspects of Judaism. The selected units include: Story and ceremony in Judaism or Hinduism, special people, places and times in Sikhism,

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Islam or Buddhism, symbols and special objects in religions or a teacher-selected unit (following set criteria). At present, we cover Hinduism and Judaism.

CONTINUITY AND PROGRESSION

In order to ensure that teachers address specific aspects of the RE programme and to ensure progression and continuity throughout the Key Stages, the context has been designed so that each Year Group develops a prescribed part of the full programme.

Each Year Group will meet on a regular basis to ensure continuity throughout the Group. The RE Subject Leader's role will include monitoring for continuity and progression throughout the Key Stage.

OFSTED

The OFSTED handbook (1993) states that:

"Good learning in RE occurs when pupils gain an understanding that religion has practical application to everyday life. At best, pupils are helped to recognise that the scope of RE is wider than knowledge of Christianity and other major religious traditions and that it relates those traditions to a broad experience of life."

MANAGEMENT

In any one year, pupils will spend approximately 36 hours involved in RE. A variety of teaching methods are used both to present material in the most appropriate manner and to stimulate pupils' interest and natural curiosity about the world. Teaching methods include story telling, visits to places of worship, TV broadcasts and visitors.

The role of the RE Subject Leader includes:

- implementation of the school's RE policy
- attendance at appropriate INSET
- developing RE throughout the school
- offering or accessing advice and support for colleagues
- monitoring planning, delivery and assessment of RE throughout the school.

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EQUAL ACCESS AND OUTCOME

In accordance with the national and legal requirements, this school promotes the study of Christianity and other principal religions, and includes schemes of work concerned with what people believe and how they behave. We recognise that we are a multi-faith and multi-cultural school, but acknowledge that we have strong Church of England links.

Parents may request that their child be withdrawn from RE. It is hoped that parents who have reservations about RE will, as suggested in the School Prospectus, contact the Headteacher and discuss their concerns before withdrawing their child.

The school recognises that it is the entitlement of every pupil to fully access a broad, balanced and relevant curriculum. We will ensure that teachers identify and provide for pupils' Special Educational Needs by adapting teaching methods where necessary and by providing differentiated materials in accordance with a pupil's Individual Education Plan where appropriate (Equal Opportunities & Race Equality Policy and Special Educational Needs Policy)

ASSESSMENT, RECORDING AND REPORTING

By the time pupils are aged 7 they should begin to have an understanding of their own personal worth and identity, the different kinds of relationships between people, and the work and responsibilities of adults with whom they have contact. They should be able to appreciate the natural world and its wonder and complexity. They should have learnt a simple vocabulary for use in discussing religions and be familiar with the lives of some key figures in religion whose example has inspired others. They should be able to ask perceptive questions and reflect upon possible answers, be sensitive to the feelings and needs of others and to what they value as precious and of special significance. They should be able to celebrate new achievements and discoveries, birthdays, family events and festivals and express their ideas and feelings through the visual arts, writing, speaking, music and movement.

The assessment process will be applied to each scheme of work and will show what a pupil knows, understands and can do. Summative assessment will be reported to parents at the end of each academic year.

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RESOURCES

Resources include:

- A wide range of artefacts
- poster material
- books
- TV and radio programmes
- visitors
- visits to places of worship
- selected internet sites.

HEALTH & SAFETY

Children will be taught at every stage the importance of recognising and assessing hazards and risks to themselves and others, especially when exploring the environment.

In all aspects of the planning and delivery of RE, we will work within the framework of the school's Health & Safety Policy.