



Religious Education A Statement of Policy

Rationale:

At Yarmouth CE Primary School we believe that Religious Education is an important part of our school life and that elements of it extend beyond its formal timetabled place into all aspects of our school day, colouring our whole ethos. At the same time, we recognise that it is a means of valuing and celebrating cultural and religious diversity.

We believe Religious Education enables children to begin to understand the nature of religious beliefs and practices, and the importance of these in the lives of believers. It also encourages them in their personal search for meaning, purpose and values, and to respect the beliefs and convictions of others.

In addition, we are aware of our statutory obligation to provide Religious Education as part of the curriculum.

Aims:

Our aim is to enable each child to develop an awareness of themselves; the world around them; the infinite variety of life therein and to grow emotionally and spiritually in relationship to our world and its inhabitants.

Our aims concur with those found in the Isle of Wight Agreed Syllabus and we seek opportunities to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal world religions;
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures;
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- develop their sense of identity and belonging, preparing them for life as citizens in our society;
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Time allocation:

We understand from the Dearing Curriculum Review that we should teach RE in KS1 for 36 hours per year and KS2 for 45 hours.

Skills in RE:

1. Investigation - this includes:

- Asking relevant questions;
- Knowing how to use a variety of sources in order to gather information;
- Knowing what may count as good evidence in understanding religion.

2. Interpretation - this includes:

- The ability to draw information from artefacts, works of art, poetry and symbolism;
- The ability to interpret religious language;
- The ability to suggest meanings of religious texts;

3. Reflection - this includes:

- The ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

4. Empathy - this includes:

- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- The ability to see the world through the eyes of others, and to see issues from their point of view.

5. Evaluation - this includes:

- The ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

6. Analysis - this includes:

- Distinguishing between opinion, belief and fact;
- Recognising bias, caricature, prejudice and stereotyping;
- Distinguishing between the features of different religions.

7. Synthesis - this includes:

- Linking significant features of religion(s) together in a coherent pattern;
- Connecting different aspects of life into a meaningful whole.

8. Application - this includes:

- Making links between religion and individual, community, national and international life;

- Identifying key religious values and their links with secular values.

9. Expression - this includes:

- The ability to articulate ideas, beliefs and values;
- The ability to respond to religious ideas, beliefs and questions through a variety of media.

10. Self-understanding - this includes:

- The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Attitudes in RE:

We acknowledge that attitudes such as respect, care and concern are promoted through all areas of our school life and in this way RE contributes to the whole school ethos.

We appreciate that the following attitudes are fundamental to religious education: curiosity; fairness; respect.

Guidelines:

- We follow the guidelines of the Isle of Wight Agreed Syllabus
- As a framework, we have selected units of work from the above syllabus, suitable to the age of the children, and organised them into a rolling programme
- We incorporate the major Christian festivals as applicable
- As in other curricular areas, we aim to use a variety of strategies and teaching methods, supported, when appropriate, by artefacts, resources, visitors and outside visits

Continuity and progression:

We believe that, by the formulation of this Policy; by teaching based on the agreed syllabus; by on-going teacher assessment and by an exchange between teachers of information about children's abilities, attitudes and achievement, that we will ensure continuity and progression in Religious Education.

The school values Religious Education, believing it to reflect the Christian traditions of the school, to be of importance in the rounded development of our children and a further means of celebration of individual development and achievement.

Parental right of withdrawal

We recognise that parents have the right to withdraw their child from Religious Education. We ask that such parents express their wishes in writing to the Headteacher. The school undertakes to make alternative provision for the child in these circumstances.

April 2007 BM_

Signed _____ Date _____ Review _____

