

PARLEY FIRST SCHOOL



Religious Education Policy

“All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of”

Article 28 United Nations Convention on the Rights of the Child

Parley is a “Rights Respecting” School

Mission Statement

“Parley First School provides a safe, secure start to school life, encouraging and expanding young minds in a stimulating and caring environment.”

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’

Parley First School is a Community school therefore we deliver RE in line with the Dorset Agreed Syllabus RE Search.

In Religious Education at Parley First School we aim that pupils might:-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- **(See locally agreed for specific skills and attitudes)**
- Explore some questions of meaning and consider how the world’s religions have responded to them.
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

The contribution R.E. makes to other curriculum aims and in particular to community cohesion

Community Cohesion

Effective R.E will promote community cohesion at each of the following four levels:

- the school community
- the community within which the school is located
- the UK community
- the global community

Personal Development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Approaches to the teaching of RE

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

We use as a basis for our planning the (Dorset Scheme of Work R.E.ADY to GO further).

In accordance with the structure of the locally agreed syllabus we have agreed that :

At KS 1 pupils study Christianity and Judaism

At KS 2 pupils study Christianity Islam and Hinduism

Assessment and monitoring of RE

In line with the school policy on assessment and monitoring it is expected that each teacher will be responsible for the regular assessment of his or her pupils through

marking work set. At the end of a unit of work, each pupil will complete an agreed key assessment task that will form part of his or her work done in RE. At the end of the school year the class teacher, on a separate pro forma, will record the level achieved by each pupil. The level achieved will be used by the co-ordinator to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The co-ordinator will monitor RE within the school through analysis of this assessment data, year group planning and children's work.

The governor with curriculum responsibility for RE will monitor this policy in line with governor monitoring policy.

The right of Withdrawal from RE

At Parley First school we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Parley.

The responsibilities of governors and head teachers

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the headteacher ensures that pupils receive their entitlement to RE. In these circumstances, headteachers might wish to seek advice from their LA or SACRE

Reviewed Annually

Reviewed: September 2011

Next Review: Autumn 2012