



Bentley Heath C of E Primary School

Religious Education Policy

Rooted in Jesus, and fruitful in mission and service

Bentley Heath Church of England Primary School has a living Christian foundation following the teaching of Jesus, whereby we seek for everyone in our School community to be Rooted and Fruitful in Him. We live out this faith by following Jesus' command to: **"Love one another** as I have loved you." (John 15:12)

The whole experience of learning in all subjects should be seen as set within a Christian environment, promoting the Christian faith and upholding Christian moral values, principles and understanding, as stated in the school prospectus.

Within this context, our Religious Education aims to help pupils develop a knowledge and understanding of the Christian faith and other faith communities, to further develop pupils' personal growth and development and to contribute towards their understanding of Christianity as a living faith.

1. **Aims:**

- To help pupils develop a knowledge and understanding of the relationship between God, humankind and the world.
- To further their personal, spiritual and moral growth and development through their learning and experience of Christianity and other faiths.
- To encourage a sensitive and respectful attitude towards other peoples deep convictions and towards their own maturing ability to think about questions of belief and value.

2. **Objectives:**

- To give pupils a general knowledge of the subject matter and key figures of Christianity, including its roots in the Old Testament and Judaism.
- To give pupils a general knowledge and an appropriate understanding of the central beliefs of Christianity and of other major world religions.
- To help pupils understand and participate in the life and worship of the Church and to be familiar with the world-wide nature of the Christian Church, with specific

emphasis on our parish, our links with Olive Primary and Featherstone Primary Schools in Birmingham and our school link with Gambia.

- To enable an appreciation of the effect religious belief has on the values and behaviours of individuals and communities.
- To encourage children to:
 - Relate religious beliefs to their own experience of life
 - To be aware of the awe, wonder and mystery of God's presence in life and be still and reflective.
 - To ask and explore religious questions about life.
 - To enter imaginatively into the lives, needs and experiences of other people.
 - To be caring and concerned for the needs of other people.
 - To have an attitude of respect towards other people and towards creation.
 - To have a healthy self-awareness and a positive feeling of self-worth.
 - To relate to God in prayer.
 - To consider the relevance of Christian commitment for themselves.

Our approach to Religious Education will be to give the children opportunity to explore issues such as:

- Relationships
- The meaning of faith
- Freedom of choice
- The nature of God

3. Agreed Responsibilities:

The R.E. subject leader is responsible for Religious Education in the school. All class teachers are generally responsible for the delivery of Religious Education.

A discrete time of 45-60 minutes per week is allocated to Religious Education in each class.

4. Teaching and learning style:

Generally there is whole class teaching where learning is differentiated by outcome.

- We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc to develop their religious thinking.

- Children study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues and work individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

5. Curriculum planning in religious education:

- We plan our religious education curriculum in accordance with the Solihull LA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. Sometimes we teach religious education topics in conjunction with other subjects, especially at Foundation Stage.
- In Key Stages 1 & 2 we place an increasing emphasis on independent study of religious themes and topics.
- Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

6. Foundation Stage:

- We teach religious education to all children in the school, including those in the nursery and reception class.
- In Foundation Stage, religious education is an integral part of the topic work covered during the year.

7. Contribution to religious education to the teaching of other subjects:

English

- Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Information and communication technology (ICT)

- We use ICT where appropriate in religious education. The children find, select and analyze information using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation. Internet resources are used to introduce and consolidate topics.

Personal, social and health education (PSHE) and citizenship

- Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behavior. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

Spiritual, moral, social and cultural development

- Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognize the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and valued and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Geography

- There are excellent possibilities when different nations are studied in Geography

Music

- Incidental teaching can be given about praise and worship or the story behind certain hymns.

Art

- Children can be encouraged to appreciate religious art and to produce their own icons and 'stained glass window' pictures.

Inclusion

- All children are given every opportunity to achieve their best. We achieve this by planning curriculum delivery that will meet the needs of all children, whatever their gender, special educational needs, ability, disability, social or cultural background, ethnicity, or linguistic background. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children.

- Intervention through an Individual Education Plan (IEP) for children with special educational needs, which will be used to inform teachers when planning their RE lessons.

Assessment and recording:

- We assess children's work in religious education by making informal judgments as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.
- On completion of a unit of work, we make a summary judgment about the work of each pupil in relation to exemplar expectations.
- The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

Resources:

- We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store. There is a set of bibles and a collection of religious artifacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books to support the children's individual research.

Monitoring and review:

- The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.