



## **Knights Templar Church School**

### **Religious Education Policy**

#### **A Rationale**

Religious Education involves the exploration of fundamental questions concerning human experience and spirituality and the attribution of meaning to such experience within personal belief and religious tradition.

#### **B Aims**

1. To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
2. To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.

#### **C Objectives**

These objectives will guide teachers in their decisions in relation to planning Schemes of Work. (Planning should reflect the need to address both of the above aims in an integrated manner.)

1. To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
2. To develop an awareness of self, others and of the world about us, through reflection on inner feelings, relationships with others and responses to the natural world. To develop a capacity to explore questions or meaning and purpose concerning human nature and spirituality and an understanding of some religious responses to these questions.
3. To develop an understanding of how attitudes and behaviour are influenced by beliefs, values and commitments.
4. To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.

5. To develop a knowledge and understanding of different religious beliefs and commitments, the ways in which these are related to sacred writings and the teachings of key religious figures, and how they apply to everyday life.
6. To develop a knowledge and understanding of practices associated with worship, prayer, celebration and pilgrimage and a sensitivity towards the attitude of life from which these arise.
7. To develop an awareness of different means of expression and communication, including non-literal and non-verbal forms. To develop a knowledge and understanding of religious symbolism and key religious concepts.

## **D Principles of Teaching and Learning**

### **Differentiation and Special Needs**

Religious Education will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds. A variety of approaches will be used as appropriate, eg discussion, music, writing, drama, visual arts.

### **Breadth and Balance**

Schemes of Work will be carefully planned to ensure balance between the implicit and explicit areas of Religious Education. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions represented in Britain.

### **Variety**

Pupils will be engaged in a variety of activities which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles.

A wide range of approaches will be used to help pupils develop an awareness and understanding of different religious beliefs and so that they may be encouraged, through questioning and reflection, to make a personal response (artefacts, music, visual art, photographs, creative, factual and reflective writing, drama and simulation, visits and discussion).

## **Relevance**

Religious Education will be made relevant by starting with the pupils' own experience. Visits will be made to places of religious significance and visitors from the community invited into school.

## **Cross Curricular Skills and Themes**

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities, and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

Religious Education can provide a structure within which pupils can explore concepts, values and attitudes both personally and within society.

## **Continuity and Progression**

In accordance with the Somerset Agreed Syllabus for Religious Education, skills, knowledge, attitudes and key concepts, as defined in the implicit and explicit areas of RE, will be identified, consolidated and developed through Schemes of Work.

At Key Stage 1 children will study aspects of Christianity plus one other faith, Judaism and at Key Stage 2 Christianity plus three other faiths, Islam, Judaism and Hinduism.

The exploration of personal experience through reflection and enquiry will be fundamental to learning at Key Stage 1 and will be developed at Key Stage 2 as children develop a greater understanding of broader religious issues, beliefs and practices.

## **E Curriculum Design**

Please refer to the Curriculum Framework.

## **F Assessment, Recording and Reporting**

Opportunity for assessment will be identified through planning Schemes of Work and will be a continuing, integral part of learning. Pupil self-assessment will be planned for, particularly in those elements in Religious Education concerning personal response. Assessment will be made against a clear set of criteria based on concept, attitude, skill and knowledge development, and the Statements of

Attainment as laid out in Awareness, Mystery and Value (AMV) the Somerset Agreed Syllabus for Religious Education.

## **G Resources and Planning**

Religious Education will be funded within the school budget plan and will include resources for purchasing (artefacts, books, music, etc), funding for visits, and INSET for staff.

Religious Education books are held centrally in the library area and cover Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. A range of religious artefacts, music and photographs/posters is also stored centrally, and other resources borrowed from the local RE Resource Centre/ County Museum/ Diocesan Resource Centre.

Annual key stage/whole school meetings are held to review the needs of Religious Education.

## **H Role of the Coordinator**

Please refer to the Curriculum Framework and Job Descriptions.

## **I Review**

The effectiveness of the Religious Education Curriculum will be monitored and evaluated in discussion with the Head, Key Stage coordinator and Religious Education co-ordinator. Resources, teaching methods, Schemes of Work and INSET needs will be identified and priorities for action established as linked with the school development plan.

This policy will be reviewed annually.