

Black Torrington Primary School

Religious Education Policy

Adopted on the 10/03/15
To be reviewed March 2017

BLACK TORRINGTON C OF E (C) PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Equal Opportunities Statement

Black Torrington Primary is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

INTRODUCTION

The importance of religious education to the curriculum

Religious education is about the distinctive ways in which human beings express the understanding and experiences of life. It provides pupils with opportunities to reflect upon human experiences that give rise to fundamental questions of life and death and to consider values and commitments. This is done in the context of some of the world's living faiths. It provides opportunity to study Christianity and the principal religious faiths of Britain. The subject contributes to the development of the pupils' own beliefs and values and a sense of identity. The subject promotes attitudes and values necessary for responsible citizenship in a democratic and pluralistic society. Religious education engenders respect for the beliefs and values of others. It does not promote a religion or particular set of beliefs. This kind of nurturing is the privilege of the home and faith communities to which the pupils belong. The religious education taught in our school is based on Devon's Agreed Syllabus 2007.

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be within the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

The aims of religious education and how these contribute to the school's aims

We:

- enable the pupils to gain knowledge and understanding of Christianity and the principal religions of Britain and to develop a sense of respect for the beliefs of others;
- provide pupils with opportunities to reflect on their experiences of life;
- contribute to the development of their own beliefs and values;
- encourage children to have open, enquiring minds.

In addition to these aims, we expect pupils to develop attitudes such as a willingness to explore the religious and spiritual experiences of humanity and a commitment to searching with an open mind.

STRATEGY FOR IMPLEMENTATION

Entitlement and curriculum provision

- Five per cent of curriculum time is allocated to the curriculum at both key stages. This amounts to 40 hours at Key Stage 1, and 45 hours at Key Stage 2 per year.
- Religious education is taught nearly every week at Key Stage 1 for about 45 minutes. At Key Stage 2 some units of work are continuous and require weekly lessons, and some are blocked and require more time allocated in some weeks than others. Decisions about this are indicated in medium-term planning.
- The pupils spend the majority of curriculum time studying Christianity.
- In Key Stage 1, pupils are introduced to Judaism as a focused religion alongside Christianity.
- In Key Stage 2, pupils are introduced to Islam as a focused religion alongside Christianity, Hinduism and Judaism.
- RE topics are organised in the rolling programme so as to link, where possible, with other subjects.
- All units require teachers to include opportunities for pupils to reflect on meaning and learn about religion. Work on both is included in most lessons.
- The scheme includes a full study of Christianity as required by the Agreed Syllabus, and each of the principal religions as required by the Agreed Syllabus.
- There is a suitable balance between expecting pupils to express their own ideas through speaking and listening and to record what they have learned through writing, illustrations and diagrams.
- Teachers provide stimulating and challenging experiences that enable pupils to gain enjoyment from their studies.

- Opportunities for visits to places of interest and visitors to school are regular features of the curriculum whenever possible. In this way, pupils have first-hand experiences of the religious traditions.
- The learning objectives identified in the units of work cover the full entitlement for pupils.

Signed K. Roberts (Chair of Worship Committee)

Signed M Jackson (Head of Teaching and Learning)

Date Spring 2015

Review Date: Spring 2017