



**All learning together**

**Langton Primary School**  
**Religious Education Policy**

Adopted by: Full Governing Body

Summer 2017

Review date: Summer 2020

## **Introduction**

Langton Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education teaching and learning as to all other subjects. We teach Religious Education according to the aims of the North Yorkshire Agreed Syllabus.

## **Rationale**

Through their work in RE children explore, analyse and reflect on a range of religious and non-religious responses to basic human questions of meaning and purpose. In particular Religious Education:

- Helps children to know about and understand the religious beliefs, values, experiences, practices and traditions by which people live and make sense of their shared human experience;
- Enables children to examine and draw upon their own experience through reflection and response.

Religious Education therefore has an important contribution to make to children's personal and social development and especially to their spiritual, moral and cultural development.

## **Aims and Purposes**

At Langton Primary School our two main aims are:-

1. To enable children to learn about religions. ( AT1)
2. To learn from religions. (AT2)

We aim to achieve this by providing opportunities for children to:

- develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- explore issues within and between faiths to help their understanding of different religions, beliefs, values and traditions;
- consider questions of meaning and purpose in life and different responses to these
- learn about religious and ethical teaching, enabling them to begin to make reasoned and informed judgements on religious and moral issues;

- respond to what they are learning, drawing on their own experience and previous learning in RE and other areas of the curriculum
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- develop enquiry and response skills through the use of distinctive language, listening and empathy;
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

## **Objectives**

- To foster children's feelings of awe and wonder, delight and mystery: to help them face and learn from painful experiences which they may encounter such as fear, suffering and death.
- To develop children's understanding that life is a series of significant stages
- To introduce children to the lives of key figures in different faith traditions and to people who have responded to their teaching
- To give children the language and experiences, which will help them to develop religious concepts and understanding of religious beliefs held by other people
- To familiarise children with sacred books, writings and stories
- To stimulate in children a curiosity about and a search for knowledge about worship, ritual festival and other expressions of religious practice.
- To develop skills in children – such as music, movement, art and design, so that they are able to respond to religious ideas which have been transmitted in such forms and, where appropriate, express their own feelings in such form.
- To help children develop the confidence to express their own beliefs and feelings about religion and show respect to those of others

## **Broad outline programme**

The four main areas for the broad outline programme are as follows:-

1. Learning processes
2. Dimensions
3. Faith traditions
4. Life Experiences

At Langton Primary School, throughout Key Stages 1 and 2 the programme is organised on a two-year cycle. There are six to eight units of work for each academic year. These are planned to enable children in each Key Stage to work together on a

shared topic but at a level and in ways, which are appropriate to their age and ability. In K.S. 1 stage children develop their knowledge and understanding of Christianity and one other world religion. In K.S. 2 stage children develop their knowledge and understanding of Christianity and at least two other world religions. In the E.Y.F.S. Stage children are made aware that more than one faith tradition exists.

The full programme builds progressively on children's learning and experience and enables the school to meet fully the statutory requirements of the North Yorkshire Agreed Syllabus.

Approximately 5% of curriculum time is given to RE i.e. average of one hour per week although this time may be aggregated into a block of time within a term.

### **Teaching and Learning**

At Langton Primary School we believe that Religious Education is an exciting, stimulating subject, which will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience.

Wherever possible the children will have the opportunity to learn through exploring and experiencing:-

- places of worship
- meeting and talking to visitors
- handling religious artefacts, paintings and writings
- research, including use of video, CD-ROM and the Internet
- class teaching/individual work/work in groups

The children will be given the opportunity to reflect on religion through:-

- exploring and expressing personal values
- evaluating their experiences and discoveries
- expressing their ideas with confidence and sensitivity
- developing appropriate responses when encountering other people's beliefs
- reflecting on their own progress in this area

The children will be encouraged to record their learning and experiences through:-

- drama/mime/role play
- dance/music
- art/technology
- written and oral work
- presentation and displays of work

## **Learning across the Curriculum**

RE makes a very important contribution to children's spiritual, moral, social and cultural development.

RE also contributes to children's personal and social development and their learning in health education and citizenship

RE has a valuable contribution to make to the development of key skills especially:

- Communication
- Working with others
- Information technology
- Problem solving
- Improving own learning and performance

## **Other key aspects of the whole curriculum which RE supports are:**

Thinking skills – learning about and learning from religions includes skills of research, selection, analysis, interpretation, reflection, empathy, synthesis and application of a range of beliefs and values to practical issues.

Financial capability- exploring issues of value, basic human rights, responsibility for caring for others, the role of the voluntary organisations and giving to charity

Enterprise education – analysing the beliefs and values which lie behind individual and community actions on behalf of self or others

Creative thinking skills –reflecting on questions of personal fulfilment, and sources of inspiration and discovery. Making connections between beliefs, values and the creative arts.

Education for sustainable development – exploration and understanding of religious and non-religious beliefs about the origin and value of life; the impact of these on how human beings understand the significance of the world and of themselves; how this is shown in the ways individuals and communities treat each other and the environment and use the world's resources.

## **Assessment**

At Langton Primary School assessment is planned for and carried out on a regular basis through teacher's assessment of children's oral, written and creative work.

## **Provision for RE is in accordance with the school's Equal Opportunities Policy.**

In accordance with the aims of the school the pupils will develop an appreciation of, and respect for, the beliefs and philosophies of others. Pupils will be encouraged to value the rich variety of cultural traditions and lifestyles represented in Great Britain. It is acknowledged and respected that deep beliefs are held in the area of Religious Education. It is therefore our aim to deal with any matters arising as sensitively as possible.

Provision for children with special educational needs, including more able children will follow the school's policies in these areas. Children's needs are carefully monitored and supported through teacher planning and assessment. This enables objectives, tasks, teaching methods, resources and teacher/adult input to be matched to pupil needs. It includes the use of more challenging objectives or extension materials and tasks for the more able

## **Resources**

The pupils of Langton Primary School will have access to a range of resources including:-

- visitors to school
- published materials
- visual and audio materials
- computers
- religious artefacts

## **Role of the subject leader**

At Langton Primary School the RE subject leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for RE across the school. The subject leader will also attend any training and subject meetings and then provide updates to staff to extend their knowledge and expertise in RE.

## **Legal background**

The school is required by law to teach RE to all pupils registered at the school. The RE programme must reflect the fact that the religious traditions in this country are in the main Christian, while taking account of the teachings and practices of the other

principal religions represented in Great Britain. The RE programme meets the requirements of the North Yorkshire Agreed Syllabus.

### **Parental rights to withdraw children from RE**

Parents have the right to withdraw their children from RE sessions and from Collective worship. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Headteacher who will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme