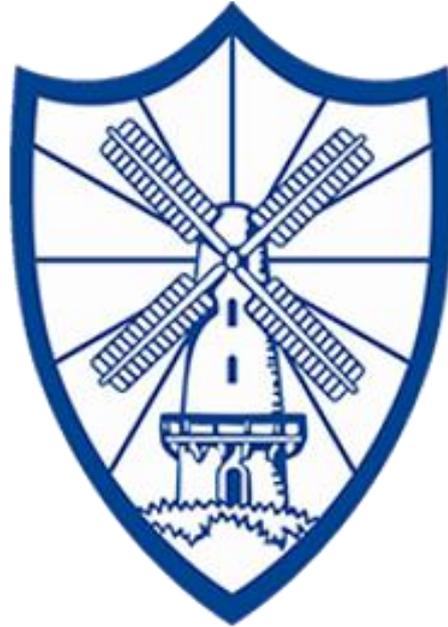




Meopham Community Academy



Enjoy, Learn, Aspire

Religious Education Policy

This policy was reviewed by: Melissa Waterson, RE Subject Leader
Date: May 2020
Next Review Date: May 2022

Rationale

We teach Religious Education according to Kent County Council's Agreed Syllabus which reflects the fact that the religious traditions in Britain are primarily Christian. We also ensure that we explore the other main religions which are followed in Britain; Hinduism, Judaism, Islam and Sikhism. We follow KCC Syllabus (SACRE).

Aims

- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society on a local, national and global scale.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To help our children understand faith and moral codes to guide them and develop informed opinions.

The importance of religious education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human.

At Meopham Community Academy the RE curriculum aims to give the children in our care knowledge and understanding of the principal religions, these are Christianity, Hinduism, Islam, Judaism and Sikhism. RE is taught within a local, national and global context.

Our school RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Key Skills in RE

We strongly believe that RE is more than just developing children's knowledge and understanding. We seek to develop children's skills in investigation, enquiry, communication, interpretation, analysis, reflection and evaluation. These are important life skills for children to develop and use in their daily lives.

These include:

- Investigation/enquiry -finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs.
- Communication- sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT.
- Reflect -ensuring the children have planned time to consider and reflect on their understanding and opinions.
- Interpretation -recognising and talking about religious symbols, stories and sacred texts.
- Analysis and evaluation- developing their own views and ideas, recognising the views of others.

Key Attitudes in RE

Key attitudes that Meopham Community Academy seeks to promote through the teaching of RE.

These include:

- self-esteem -so that every child feels valued and significant.
- respect -including being sensitive to the beliefs, feelings and values of others.
- open-mindedness and tolerance -being willing to learn and gain new understanding.
- Appreciation and wonder-developing children' imagination and curiosity.

Meopham Community's approaches to teaching and learning in RE

RE is an exciting curriculum subject taught as a discreet but employing a wide range of learning methods and cross curricular skills.

These include

- ensuring lessons are accessible to all pupils including those with Special Educational Needs, Gifted and Talented children and those with English as an additional language,
- the Learning Intention for each lesson is clear and achievable for all pupils;
- setting tasks of varying difficulty; tasks where differentiation is by outcome; tasks which involve children of different abilities working cooperatively;
- Using stimulating and appropriate resources and artefacts to support the work of individual children or groups of children.

- Visiting local places of worship and receiving visitors from faith communities. Each Year Group should arrange at least one RE visit or Visitor to visit the school each academic year. They should also arrange one celebration/theme day based on their curriculum. This is monitored by the RE Subject Leader.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Work is recorded in a class 'big book' to allow for greater practical work and in depth discussion. This book and planning is monitored by the RE Subject Leader.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. The school asks parents/carers to contact the Head Teacher / subject leader if they have any concerns about RE provision and practice at the school.

Learning resources

We encourage the use of a wide range of resources to enrich children's learning. These include books, DVDs, music, artefacts, ICT, visitors and visits. We strive to ensure RE is a lively, stimulating subject which evokes interest and engages all children.

Meopham Community Academy's Key Stage expectations

Foundation Stage

At the foundation stage, children's learning in religious education will make a variety of contributions to the six areas of learning and enables them to work towards the early learning goals. By the end of the Foundation Stage children will have particular opportunities to:

Respond to significant experiences, showing a range of feelings where appropriate, have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others, begin to know about their own cultures and beliefs and those of other people, have a developing respect for their own cultures and beliefs and those of other people.

Key Stage 1

By the end of Key Stage 1, the majority of pupils will increasingly have opportunities to:

Learn about Christianity and at least one other principal religion in depth (Judaism Yr1 and Islam Yr2), encounter some special events, places, people and objects connected with the religions studied, listen and talk about some stories from religious traditions and begin to identify similarities and differences, reflect on and talk about puzzling questions which arise from their

study of religions, their own experiences and their encounters with the natural world, think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.

Key Stage 2

By the end of Key Stage 2, the majority of pupils will increasingly have opportunities to: learn about and develop their knowledge and understanding of Christianity and two other principal religions in depth (Sikhism Yr 3, Judaism Yr 4, Hinduism Yr 5 and Islam Yr 6); encounter key events, places, people and objects connected with the religions studied and discuss their purposes and functions, consider the meaning of symbols, stories and festivals for members of faith communities, explore questions of meaning and mystery and use times of stillness to work out their own response to these, evaluate different points of view and show sensitivity to those whose belief differ from their own, relate their work in religious education to other areas of the curriculum and their developing knowledge of the world around them.

Contributions RE makes to a child

RE contributes to children's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

RE contributes to children's cultural development by:

- Encountering British people of different faiths
- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.