**ST ANDREW’S METHODIST PRIMARY SCHOOL**



**Religious Education**

Reviewed April 2018

Headteacher Date:

Chair/Vice Chair of Governing Board Date:

Date of Next Review April 2020

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

**Policy for Religious Education**

At St. Andrew’s Methodist Primary School we follow the Agreed Syllabus for Religious Education in Salford 2016. Throughout the syllabus examples are given of all 6 major world religions – Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. As we are a Methodist school with strong links with Walkden Methodist Church children will be taught about the history, traditions and beliefs of Methodism.

**RE alongside the National Curriculum**

The National Curriculum states the legal requirement that:

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:
* Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

And:

“All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online.”

(DfE National Curriculum Framework, July 2013, page 4)

This new RE Syllabus for Manchester, Salford, Stockport, Tameside and Trafford pupils establishes what shall be taught in RE providing teachers with practical support and guidance about how to teach RE effectively.

**The Legal Position**

In accordance with the 1988 Education Reform Act, St. Andrew’s Methodist Primary School provides religious education for all children, with the exception of those withdrawn by their parents.

**Definition of RE**

Religious Education is a unique and important element in children’s learning. It leads both to the development and understanding of one’s own beliefs, as well as an appreciation of the beliefs of others. Through Religious Education, pupils can be encouraged to reflect upon those aspects of human life and the natural world which raise questions of ultimate meaning or purpose and to recognise the spiritual dimension of experience.

**Aims of RE**

**Principal Aim**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop resources of their own.

Religious Education should help pupils to:

* Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
* Appreciate the way that beliefs shape life and conduct
* Develop the ability to make reasoned and informed judgements about religious and moral issues
* Enhance their spiritual, moral, social and cultural development by –
* Developing an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
* Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
* Reflecting on their own beliefs, values and experiences in the light of their study
* Develop respect for other people, their right to hold different beliefs, in a society of diverse beliefs.

**Curriculum & Organisation**

RE is planned for in half-termly blocks in accordance with the Agreed Syllabus. The overview indicates which religions and which curriculum units are being studied. Specific links are made to Methodist Values as outlined in the Methodist Church planned units of work (2013).

RE is taught through 2 attainment targets:

**Attainment Target 1: Learning about Religions**

* Develop a coherent picture of each religion by identifying, naming and describing its important features.
* Explain the meaning of religious language, story and symbolism
* Explain similarities and differences between, and within, religions

**Attainment Target 2: Learning from Religion**

* Give an informed and considered response to religious and moral issues
* Reflect on what might be learnt from religions in the light of one’s own beliefs and experience
* Identify and respond to questions of meaning within religions.

(Taken from Salford’s agreed Syllabus)

Long, Medium and short term subject planning can be accessed by all staff via the school shared drive.

It is acknowledged that other subjects, collective worship and the aims of the school in general, all contribute to developing the attitude, skills and processes in RE as set out in the Agreed syllabus for Salford.

**Resources**

We have a wide variety of resources available for the planning and teaching of RE. These include reference books for teachers planning and for the children, on line resources, posters and pictures.

Boxes of artefacts and resources for specific religions, such as; Christianity, Judaism, Islam are kept in boxes outside the staffroom. Staff may take the boxes when they are needed, but are then responsible for the resources within it.

The RE co-ordinator is ultimately responsible for auditing, maintaining and ordering all RE resources and incorporating requests from other members of staff.

**Teaching methods, differentiation and assessment**

The RE scheme of work has been planned to incorporate the range of teaching and learning styles to enable greater access for all pupils. Within each unit of work there are opportunities for children to participate in a range of activities to show their understanding of the lesson/subject e.g. role play, watch and respond to video material, painting, reading and writing, listening to or composing music etc.

This enables all children to participate, respond and take an active role in their own learning. It also enables differentiation by activity alongside outcome, level of support and input.

**Pupils’ spiritual, moral, social and cultural development**

It is acknowledged that the whole curriculum and all aspects of school life contribute to the development of pupil’s spiritual, moral, social and cultural development. However, RE has a particular contribution to make. Below are some examples of how study in RE can specifically aid the development of the four areas mentioned.

*Spiritual development* can be fostered through stilling exercises, responding and reflecting on the stories of Buddha, visiting places of worship and considering the beliefs of others such as reincarnation.

*Moral development* can be fostered by studying the Christian way of life, learning about slavery and persecution from the study of Judaism or by discussing the five moral precepts of Buddhism.

*Social development* can be seen in the importance of family life in the religions studied. In the study of the different but complimentary roles within the family and also in the sense of community and belonging in Islam and Judaism.

*Cultural development* occurs directly by encountering and developing respect and understanding of the six world faiths studied. Children are able to identify religious buildings and symbols and also recognise and have some understanding of festivals and celebrations.

**Monitoring and Evaluating**

The school development plan contains a system for monitoring and evaluating. The subject leader has a role of assisting the Headteacher and senior management team in implementing this.

The responsibility of the RE subject leader include:

* Contribute to school Improvement Plan by writing and reviewing R.E. Action Plans/ priorities
* Providing a scheme of work and allocating it to different teams
* Monitoring and revising the planning where required
* Monitoring the delivery of the planning and scrutiny of books
* Monitoring resources
* Lead relevant Staff training

**Equal Opportunities, Access and Inclusion**

* Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
* Each child with SEN will have equal access to the curriculum in line with the SEN policy.

**Health & Safety**

As children are permitted to handle artefacts, staff must be aware that some are produced outside the UK and therefore safety standards may not be as stringent as they are for British educational equipment. When planning to take the children out of school for visits to places of worship, a risk assessment must be completed.

For more information, please refer to the Health & Safety policy.