

# Great Missenden C of E Combined School

## Religious Education Policy



At Great Missenden School we believe that Religious Education should contribute educationally to the development of pupils as individuals and members of society. This is achieved by fostering a reflective approach to life in the context of a growing understanding and appreciation of the experiences, attitudes, beliefs and religious practices of the human race.

**This policy was Reviewed:.....**

**Next Review Date: .....**

**Signed:.....(Michelle Collins)**

## **Aims and Objectives**

We aim to help children

❖ **To understand the nature, role and influence of religion in the world:**

- Develop knowledge and understanding of Christianity and other faiths in the world.
- Understand what it means to belong to a religious community and the influences religious faith has on individuals and communities
- Explore similarities and differences between and within religion
- Reflect on the benefits and challenges of living in a multi-faith and diverse society
- Develop the ability to analyse and think critically about religious belief and practice.

❖ **To pursue personal quest for meaning, purpose and value:**

- Reflect on personal and universal human experience and emotion
- Raise and explore the ultimate questions which arise from these
- Explore different religious and non-religious responses to these
- Develop personal responses to ultimate questions in the light of the above
- Reflect on their own and others' responses to ultimate questions

❖ **To formulate reasoned opinions/argument by:**

- Gaining the necessary knowledge and understanding to be able to give informed opinions
- Develop the ability to see things from other people's perspective
- Appreciating the influence of beliefs on attitudes and behaviour
- Developing skills of questioning, interpretation, reasoning and justification to build an argument

- Develop the ability to analyse strengths and weaknesses in arguments/stances

(Taken from the Buckinghamshire Agreed Syllabus for Religious Education 2006-2011)

## **Teaching Strategies**

All teachers are responsible for the planning and delivery of the subject. It is the responsibility of the co-ordinator to monitor the planning by looking at the medium term plans on the staff shared drive. Weekly plans/objectives will be recorded in the diaries.

In studying Religious Education, pupils should experience a variety of approaches to their learning, including:

- Presentation by the teacher to include story telling
- Discussion and debates
- Individual and group investigations
- All forms of ICT
- Role play and simulations
- The use of artefacts
- Guest speakers from a range of faith communities
- Use of a wide range of written resources
- Visits to places of worship.

All teachers planning Religious Education trips should refer to the school's policy on educational visits

## **Schemes of work, Progression and Continuity**

We have adopted the scheme of work set out in the Buckinghamshire Agreed Syllabus for Religious Education 2006 – 2011.

This scheme uses units of work that build bridges between the religious content and the pupils own experiences. Each unit develops pupils learning through Key Questions and Key Concepts.

The recommended units of work have been allocated to each Key Stage and Year Group as set out in table 1. These units of work provide appropriate continuity and progression throughout the school.

## **Foundation and Nursery**

In the Early Years pupils study aspects of Religious Education in line with the Early Learning Goals as set out in the EYFS Guidance

## **Key Stage 1**

In Key Stage 1 pupils study Christianity and Judaism. They should develop their knowledge of Christianity and compare it with Judaism. Where appropriate they should also look at other faiths.

The children will learn :

- About different beliefs, God and the world around them
- To recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary
- To understand the importance and value of religion and belief for others

## **Key Stage 2**

Pupils will develop their learning by:

- Recognising the impact of religion and belief locally, nationally and globally
- Making connections between differing aspects of religion and considering different forms of religious expression
- Considering the beliefs, teachings, practices and ways of life central to religion
- Considering the meaning of sacred texts
- Beginning to recognise diversity in religion
- Extending the range and use of specialist vocabulary
- Recognising challenges involved in distinguishing right from wrong and valuing what is good and true
- Considering their own beliefs and values and those of others

## **Equal Opportunities**

Great Missenden C of E Combined School is committed to a policy of equal opportunities for all pupils. Religious Education is an entitlement for all pupils regardless of their own particular belief or lack of belief. The role of teachers of Religious Education is not to proselytise about any one religion or to highlight one person due to their religious beliefs. It is a time when children; learn about beliefs in a range of religions and to consider these beliefs against their own. It should allow children to consider the beliefs of people in the local area and in the wider world.

## **Assessment and Recording**

Assessment in Religious Education at Great Missenden C of E Combined School is not assessment of a pupils own religious faith but of his ability to develop reasoned argument, at an appropriate level, on the basis of some knowledge and understanding of the subject.

The school uses the attainment targets set out in the Buckinghamshire Agreed Syllabus for Religious Education 2006 – 2011, to monitor pupil progress within the school. There are two Attainment Targets (ATs) for Religious Education, each divided into three strands.

### **❖ AT1 Learning about Religions**

- Beliefs, teachings and sources
- Practices and ways of life
- Forms of expression to include interpretation, analysis, explanation and communication using specialist vocabulary

### **❖ AT2 Learning from Religion**

- Identity and belonging
- Meaning, purpose and truth
- Values and commitments

Further to this there are level descriptors in the form of 'can do' statements for each unit taken from the eight-level scale set out in the framework.

It is not necessary to make a detailed record of attainment for each unit. The levels are guidance for teachers to identify pupils progress that differs markedly from that of the rest of the class. However the school is required to report levels to parents at the end of Key Stage 2.

Assessment should be continuous and planned into the learning with formal assessment taking place no more than 5 times in Key Stage 2 much less in Key Stage 1 and none in Foundation Stage.

## **Right of Withdrawal**

Under the 1944 and 1988 Acts parents have the right to withdraw their children from the whole or parts of Religious Education. Parents who wish to do this are encouraged to discuss the matter with the Headteacher.

## **Resources**

Resources are kept in the Resource Cupboard, split into individual religion boxes and information that includes all faiths are on the shelves.

## **Health and Safety**

Teachers should be aware of the school's Health and Safety Policy especially when taking pupils on visits to places of worship. All trips must be risk assessed and should be discussed with the trips co-ordinator.

## **Monitoring and Staff Development**

Monitoring will be carried out in a variety of ways including: monitoring of plans, monitoring of pupil's work and lesson observations. RE will be monitored and evaluated as part of the two year cycle for Monitoring and Evaluating within the school

Staff will be encouraged to participate in any relevant courses that become available.

## **Church of St Peter and St Paul**

As a church school we foster close links with the church of St Peter and St Paul in Great Missenden. Where appropriate we use the church to compare with other places of worship. We make regular visits to the church for the purpose of collective worship and studies in Religious Education. It is not assumed that any teacher or pupil regularly attends the church outside of school time but the close links between the school and church are highlighted where appropriate.

**Reviewed July 2010**

Table 1: Religious Education overview

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>FOUNDATION</b>	<b>Topics covered linked to personal, social and emotional development, Knowledge and Understanding of the world, communication, language and literacy and creative development. Two topics to be considered each term from, Myself - Other people, How I live – How other people live, Belonging – Important things, Feelings – Important experiences, Celebrations – Expressing our feelings and Exploring belief – Religious stories and what they mean.</b>		
RECEPTION	Myself – Other people  Celebrations – Expressing our feelings	How I live - How other people live  Chinese New Year  Belonging – Important things	Exploring belief -Religious stories and what they mean  Feelings – Important experiences
<b>KS 1</b>	<b>Units taken from The Bucks Syllabus to cover mainly Christianity and Judaism.</b>		
YEAR 1	What does it mean to be me? (p44) What makes some people especially important to us or others? (P50)	What makes some occasions special? (p47)	What makes our world special? (p62)
YEAR 2	What Makes something special to someone? (p56)	What's it like to belong to a religion? (p41) Why are some places special in	What makes story telling such a good way of teaching? (p59)

		religion? (p53)	
<b>KS2</b>	<b>Units taken from The Bucks Syllabus to cover Christianity, Hinduism and Islam.</b>		
YEAR 3	Why do people need special buildings to worship in? (p90)	Why is symbolism so important in religion? (p78)	What responsibilities do people have towards the natural world and why? (P102)
YEAR 4	What do the religions say about how we should live our lives? (p96)	How important are festivals in religion? (p75)	Why do religions celebrate important moments in life? (p99)
YEAR 5	How do lives of founders and prophets influence believers? (81)	Why is pilgrimage so important to religious communities? (p87)	How do sacred texts influence the lives of individuals and communities? (p84)
YEAR 6	What evidence of religious belief is there in our communities? (p93)	How does the belief in God affect the way people live? (p72)	How do people express their inner beliefs, feelings and attitudes? (p105) Transition Unit

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