

Seaham Trinity Primary School

Religious Education Policy



Document Control

Date current version published	September 2019
Date of next review	September 2020
Purpose of the document	To ensure that all pupils have access to a RE curriculum to enable them to become successful learners, confident individuals and responsible citizens who are understanding of different religions and beliefs.
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Document approved by	Head teacher and Governing Body
Document approved on	
Changes made to this version	None
Reference material	Durham Agreed Syllabus 2012
Linked documents	Photographic and video policy, Data Protection, Anti – Bullying, Acceptable use Policies

The aim of the R.E. curriculum links firmly with the aims of the school in that we will strive to 'Foster an appreciation of and respect for the differences of belief and culture within society.' All R.E. taught at Seaham Trinity will be in accordance with the Durham Agreed Syllabus 2012, its key aim being 'to enable pupils to reflect upon, develop and affirm their own beliefs, values and attitudes through the exploration of shared human experiences and by considering the place of religion within the contemporary world.'

Religious Education will enable all children to explore religious beliefs and practises, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences. Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development. Religious Education will foster mutual understanding between students of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

Legal Requirement

Religious education is statutory for all registered pupils on the school roll. In reception classes RE should be taught in accordance with the Agreed Syllabus. Whilst religious education is not a statutory requirement for children in the Foundation Stage, it can however form a valuable part of the educational experience of children throughout the key stage, therefore is taught from foundation stage – year six.

Content

Children will study mainly Christianity, whilst also learning about a range of other religions. They will have the opportunities to learn about religion from a variety of resources. Children will have opportunities to explore their own response to profound human experiences and universal symbols. They will also be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and to use a range of different forms of expression to convey their responses. We follow the Durham Agreed Syllabus for RE 2012. The subject is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

Methods

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

Visits to places of worship, museums or art galleries

The use of representatives from religious traditions as visitors to the class

The use of artefacts, big books, posters, videos, artwork.

The use of picture or word cards for matching, classifying, prioritising, sequencing, etc

The use of art and craft to enable students to express their ideas.

The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Assessment

Assessment in RE is in line with the schools assessment policy. It is essential to keep in mind that assessment in RE is about recognising children's achievements in RE in the broadest sense. It is about giving feedback and about using information to plan the next steps in learning.

Resources

We have access to the Durham learning resource centre, where classes can receive a termly resource box linked to the terms theme. Artefacts should be used with great respect as many must be handled with certain 'rules' in mind. Teachers should read the artefact notes very carefully before showing them to the class. In school, there is a range of resource boxes and artefacts, which can be used to support learning.

Links

We have developed links with local churches and ministers. In particular, we have a close link with our local Vicar from St Johns church. We work closely with the Sikhism society and are visited yearly by one of their teaching members. Children take part in activities at the local church at both Christmas and Easter, as well as working closely with the local foodbank to encourage a deeper understanding of how we care for others. We also have a weekly assembly, led by Anita who teaches Christianity through story and song, to both ks1 and ks2 pupils.

Equal Opportunities

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

