



## RELIGIOUS EDUCATION POLICY

### Values and Aims

At Pilgrims Religious Education is taught within a multi-faith environment where the children study the key world religions.

Pre School and Reception aged children follow the Early Years Foundation Stage Curriculum which encompasses R.E within 'Personal, Social, and Emotional Development' along with 'Understanding the World'.

The R.E. Curriculum has been drawn up with reference to 'Identities, Meanings and Values', the R.E. Agreed Syllabus for Bedford Borough schools (dated 2018 - 2023).

R.E. provides opportunities for children to:

- develop their knowledge and understanding of, and their ability to respond to the principal religions represented in the wider community
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures
- consider questions of meaning and purpose in life
- learn about religions and ethical teaching, enabling them to make reasoned and informed judgments on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- develop enquiry and response skills through language, listening and empathy;
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

At Pilgrims, we aim to provide a balanced and broad curriculum, to which Religious Education contributes. The distinctive role of Religious Education in school is to encourage informed study of religious issues and considered reflection upon experience.

Through Religious Education, we seek to complement the other areas of the curriculum by adding a further dimension to the development of the child. We aim to make the child aware that religion is of great importance to many people and to encourage respect for the beliefs of others. We seek to provide the children with the necessary skills, concepts, knowledge and understanding to enable them to gain a greater awareness of their own and others' beliefs.

We aim to promote the child's own spiritual, moral, cultural and social development. We are aware that spiritual development is not confined to religious beliefs. All children are valued regardless of their individual religion or beliefs.

We provide a broad and balanced Religious Education supported by a rich diversity of resources. Within the children, we aim to develop attitudes and values necessary to become a responsible member of our multi-cultural society.

## **Objectives**

### **1. Learning**

We believe children learn best when a variety of opportunities are offered to them. These are provided for the children through the use of:

- stories, drama, dance and role play
- art and musical activities
- exploration of artifacts and other resources
- interaction with visitors from a range of faiths and visits into the community

### **2. Teaching**

To enable a range of learning to take place we will use the following teaching techniques:

- the sharing of stories
- the use of key questioning techniques
- the handling of artefacts
- visits and celebrations of festivals and special times
- allowing the children time to discuss beliefs and findings and encouraging them to listen to the views of others
- DVDs and the internet
- cross-curricular art, craft, technology and ICT lessons

### **3. Planning and Organisation**

Planning is completed in year groups, with consultation within and between Key Stages as required. R.E. is planned within the integrated topics if the objectives can be met. If it is felt that the RE objectives cannot be met through the termly topics, mini discrete RE topics are planned. These will be organised to ensure continuity and progression in Religious Education throughout the school. Termly plans are collected by the subject co-ordinator to monitor the coverage and range of teaching and learning and also the strategies used. The Foundation Curriculum is followed in both the Pre School and Reception classes.

At Pilgrims Religious Education is taught as part of our creative curriculum and is also delivered through some assemblies. We ensure that appropriate activities are available by setting suitable learning challenges and responding to children's diverse learning needs. Opportunities for extension and enrichment are built into all our schemes of work. A range of teaching styles means that children may be taught as a whole class or in small groups depending on the learning objectives of the lesson.

### **4. Management and Co-ordination**

The role of the Co-ordinator is to support the staff with the planning of the Religious Education curriculum by offering guidance and advice on resources and teaching and learning styles. The planning is monitored to ensure that the programmes of study are covered, that differentiation is in place and that lessons are varied and interesting. The Co-ordinator monitors the lessons and reports on the findings to the relevant staff and the Head Teacher. These reports feed into the School Improvement Plan if appropriate. The Co-ordinator may be required to provide INSET at staff meetings to ensure that the staff remain aware of current developments.

## **5. Resources**

Resources are monitored and stored centrally in a designated cupboard in the staffroom to enable easy access by all staff. There is a large range of reference books which are stored in the school library and may be used as classroom loans to supplement specific topics. When possible, visits are planned and the use of outside speakers is encouraged.

## **6. Presentation**

The range of teaching and learning strategies used in the provision of the curriculum means that the children will present their work in a variety of ways including drama, music, ICT, art, dance, oral presentations and written work.

## **7. S.E.N. Provision**

S.E.N. provision is in accordance with the school S.E.N. policy (section 6:-Classroom Management).In this area of the curriculum children with S.E.N. will be supported as appropriate.

## **8. Cross-curricular Issues**

The method of planning ensures that cross-curricular dimensions are identified and opportunities are taken. The R.E. curriculum has an inherent multi-cultural perspective. Links with the community are encouraged through visits to places of worship and visiting speakers from a range of religions.

## **9. Gifted and Talented**

Children who display particular talents in RE are identified and put on the Gifted & Talented register, they are then given opportunities to further develop their skills through differentiation within the class and class assemblies etc.