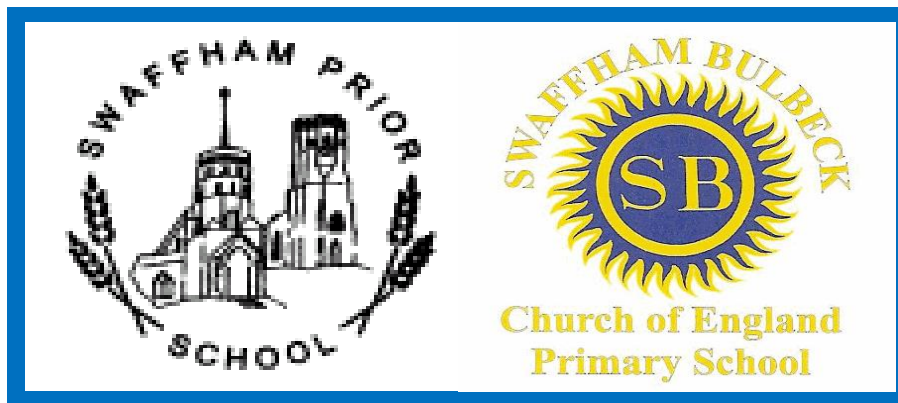


Swaffham Primaries Partnership

Working within DEMAT and together across Swaffham Prior and Bulbeck.

‘A cord of three strings is not easily broken.’ Ecclesiastes.



Religious Education Policy

Date Approved: November 2022

Date for Renewal: November 2024

Swaffham Bulbeck Vision

We are a welcoming, inclusive Church school which fosters a love of learning through collaboration. Our Christian values support the nurture and development of relevant knowledge and skills for today's world. As everyone's voice is valued, so everyone flourishes as individuals to reach their potential and to "Shine Brightly"

"Let your light so shine before others that they may see your good works and give glory to your Father who is in heaven."

Matthew 5:16

Swaffham Prior Vision

At Swaffham Prior School, every child can grow and flourish in their learning, produce good things for their own lives and enrich the lives of others. Information, experiences, ideas and feelings are sown not just in lessons but in the whole experience of living and growing together as a community so that children recognise their own gifts and abilities and value the gifts and abilities of others.

"It came up and yielded a crop, a hundred times more than was sown." Luke 8:5-8

Purpose

Religious Education is central to our curriculum as a Church School. There is a two year rolling programme in which Christianity has the central role in the curriculum and a third of the allocated time is learning about other faiths. This policy reflects the values and philosophy of the school vision in relation to the teaching and learning of Religious Education. It provides a framework within which teaching and non-teaching staff can cooperate, and gives guidance on planning, teaching and assessment.

Audience

This policy relates to pupils in from Reception onwards.

Subject Aims

RE plays an important role, together with other curriculum areas, in promoting the spiritual, moral, social and cultural development of our children. We follow the recommendations of the 1998 School Standard and Framework Act, which states all schools must provide Religious Education for all its pupils, although parents can choose to withdraw their children. The aims of RE are:

- To support children in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.
- To provide opportunities for children to develop their education and understanding of Christianity and other religions in Britain.
- To explore issues within, and between, faiths to help children respect different religions and traditions. ✓ To develop the children's sense of identity and belonging.
- To prepare the children for life as citizens.
- To give the children opportunities to reflect on, and analyse, their own beliefs, values and practices.

Curriculum and School Organisation

The content of the RE Programme draws on the Cambridge Agreed Syllabus 'Understanding Christianity' syllabus and the 'Emmanuel Project'. RE is from Foundation Stage upwards. It has been agreed that the following religions should be selected for study:

- Christianity
- Judaism
- Hinduism
- Islam

- Sikhism
- Buddhism

During the Foundation Stage children begin to explore the world of religion in terms of special people, books, times, places and objects as well as visiting places of worship. They have opportunities to listen to and talk about religious stories. They are introduced to specialist words and use their senses in religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Although our school is a Church school there are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff. We respect the religious backgrounds of all members of our school's communities and hope that this will encourage individuals to share their own experiences freely with others. All religions and their communities are treated with respect and sensitivity and we value the links that can be, and are, made between home, school and a faith community. We appreciate that each religion studied can contribute to the education of all our pupils.

RE is the responsibility of all class teachers and has a Subject Leader with responsibility for developing the subject. Decisions regarding RE are taken with due regard to the needs of all the staff and in line with the School Development Plan.

Contributions and Links with Spiritual, Moral, Social and Cultural Development

These are areas of pupil's development to which all subjects are expected to contribute.

RE should help in:

- Developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way.
- Providing a forum for pupils to develop and evaluate their own beliefs and moral values and to examine the beliefs and values that others have chosen to live by.
- Encouraging social awareness e.g. an understanding of others, respect for those with different beliefs and a sense of 'community'.
- Evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating and appreciating diversity.

Withdrawal from Religious Education

Swaffham Bulbeck and Swaffham Prior CE Schools recognise that parents have a right to withdraw their child from RE either in its entirety or in part.

Class Organisation and Teaching Style

RE is taught through a combination of direct teaching and real experience. There are practical activities for pupils, use of teacher prepared material, and other resources where appropriate. Using enquiry based learning, the syllabus provides a coherent framework to allow for deeper levels of knowledge and understanding of religious and non-religious life stances, and to develop respect and sensitivity, so that, as future citizens, the children will value and celebrate cultural and religious diversity, in peaceful co-existence. It also provides opportunities for pupils to explore their own beliefs, values and traditions. Our teachers are responsible for their own classroom organisation and teaching style in relation to RE, while at the same time ensuring these complement the overall aims and philosophy of our school vision. Within any one class, children are given the opportunity to work as a whole class, a group and as individuals. The choice of class organisation will be determined by the learning task or activity and the resources being used.

Resources and Accommodation

A selection of reference materials for RE are available. Teacher booklets, pictorial material and artefacts are stored centrally in school and all staff have access to all resources. A selection of children's reference and story books are kept in our library. The subject leader audits, monitors and manages resources. The budget made available reflects the priority that RE is given in the school development plan.

Assessment Pupils work in RE is assessed in accordance with our assessment policy and relevant guidance. We are not assessing degrees of spirituality but pupil's knowledge, skills and understanding in this as an academic subject. We believe that it is important that their progress is recognised and celebrated, just as in any other subject.

Inclusion

See our Equality and Inclusion Policy.

Evaluation

Evaluation is carried out to improve the teaching and learning of RE in order that pupils make the greatest progress possible. The subject leader and Head Teacher monitor the teaching and learning of RE regularly. Governors are also regularly invited to evaluate provision in our schools. Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements, the analysis of teachers' planning, discussion amongst staff, pupil voice, work scrutiny, classroom observation and external inspection and advice.