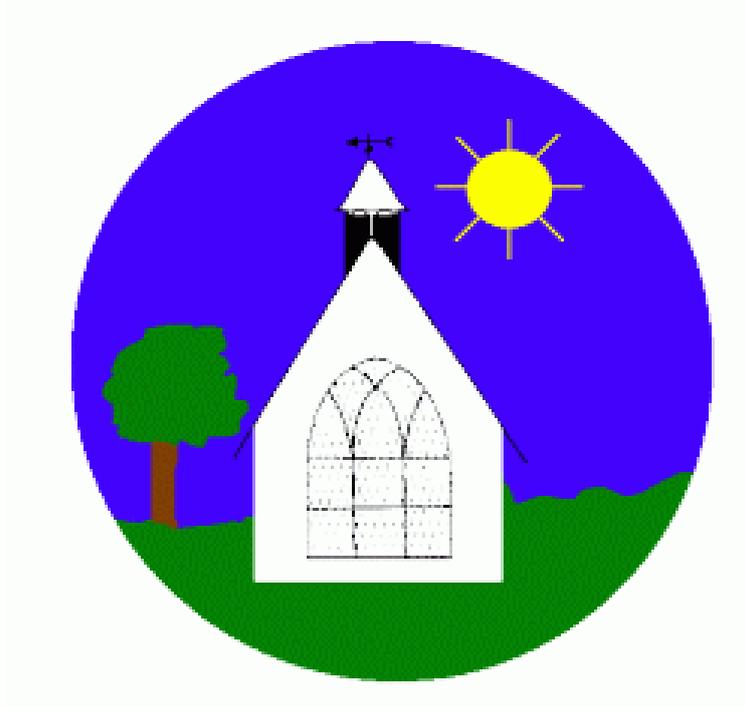


Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

Policy for Religious Education

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1. Background to Religious Education at St Michael's Woolmer Green School

St. Michael's Woolmer Green is a Church of England Voluntary Aided Primary School. Our school vision is: Shine as Lights in the World and we want all our children to shine; educationally, physically, spiritually and emotionally. Our school is distinctive in character as a Church of England Primary School and our approach to work in R.E. emphasises Christian Values and promotes good personal development.

Religious Education (RE) occupies a special place in this school's curriculum. As this is a Voluntary Aided School the RE curriculum is required by law to be determined by the Governors. We believe that a church school should positively set standards of behaviour and morality which are informed by Christ's teachings and not merely accept or reflect current moral and social standards.

Purpose of Study and Aims

RE provides thought-provoking questions about the meaning of life, what it means to be human and the human experience. Pupils are encouraged to think about and reflect on, issues of truth, belief and faith and be able to share what they understand.

Our scheme of work is progressive and focuses on enquiry led learning, featuring challenging questions. It aims to provide high quality RE for all pupils,

- to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.
- to understand the Bible tells a 'big story' of salvation
- to make sense of a range of religious and non-religious beliefs, so that they can: identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary, explain how and why these beliefs are understood in different ways, by individuals and within communities, recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- to understand the impact and significance of religious and non-religious beliefs, so that they can examine and explain how and why people express their beliefs in diverse ways, recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world, appreciate and appraise the significance of different ways of life and ways of expressing meaning
- to make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: evaluate, reflect on and enquire into key concepts and

questions studied, responding thoughtfully and creatively, giving good reasons for their responses, challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response, discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

- to develop pupils spiritual, moral, social and cultural development
- to develop pupils' values, character and virtues.

2. Objectives

We follow the objectives in Understanding Christianity and Identities, Meanings and Values which is the agreed RE syllabus for Bedfordshire and Luton. For further details, see Appendix 1.

3. Experiences

It is important to give children a range of experiences which will help their religious understanding. According to the age of the children, these may include:

- visits to and/or studies of places of worship
- meeting with other Christians or Church leaders to hear about their faith
- reading the Bible and other Christian writings
- the presentation of Biblical stories and other religious stories in a variety of ways
- participation in celebrations relating to major Christian festivals both in church and in school
- learning about the practices and beliefs of those other faiths
- looking at life from the perspective of others
- visits from members of other major world religions
- cross curricular links where appropriate
- a wide range of learning opportunities.

4. Knowledge

Children will acquire religious understanding, skills and attitudes mainly through specific teaching based on the scheme of work. When appropriate opportunities arise RE may be taught through other curriculum links and other 'special events'.

The event may be Christian, Muslim, Hindu, Jewish or Buddhist, but the aim is always to facilitate spiritual growth and to ensure our children learn about, understand and respect other religious beliefs and practices.

5. List of resources

We have a wide range of lively and stimulating resources within classrooms. They include:

Books

Artefacts

World Religion boxes

Bibles

These are regularly reviewed and audited by the RE Subject Leader who monitors the spending of the annual budget.

6. Withdrawal

Parents have the legal right to withdraw their children from the teaching of R.E. (Education Reform Act 1988). Any parent who wishes this may consult the headteacher

7. Assessment, recording and reporting

Teachers use formative assessment strategies, based on the learning outcomes for units of work to monitor progress. Lessons provide time for pupils to reflect on their learning and teacher marking follows the school marking policy. Attainment for each pupil is summarised on the termly reports to parents. Tracking standards for all pupils in RE is completed by teachers in every unit and shared with staff and governors through the school assessment file.

8. Planning

We use a combination of teaching RE through subject specific lessons and experience days. Our long-term plans give details of each unit of work for each term and our curriculum overview and individual lesson plans detail the unit and weekly objectives being planned and taught by the class teacher. The Subject Leader reviews these plans on a regular basis. The work planned must be relevant to the needs of all pupils.

9. Leadership and Management

The Subject Leader manages this area of the curriculum. There are regular RE staff meetings focussing on developing staff expertise and where areas for development are discussed. The headteacher, Senior Leadership team and the School Governor for RE (usually a member of the clergy) work closely with the subject leader to monitor the teaching of Religious Education at St Michael's Woolmer Green Primary School. This policy is reviewed to ensure it still represents the values and practice of the school.