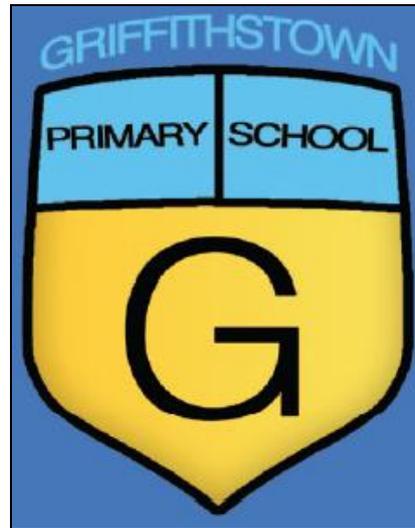


GRIFFITHSTOWN PRIMARY SCHOOL



Title	R.E. Policy
Date	Summer 2015
Author	K Taylor



INSPIRE CHALLENGE ACHIEVE

What is Religious Education across the primary school?

In the Foundation Phase RE is integral in Knowledge and Understanding of the World, Personal and Social Development, Well-being, Cultural Diversity and Creative.

Children should be given the opportunities to explore their own experiences and priorities and reflect on the value of life.

In Key Stage 2, learners should be given the opportunity to build on their experiences during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

Foundation Phase

The RE framework confirms that religious education must be provided for all registered children in maintained schools, including those in reception classes but excluding children in nursery classes.

Our aims in teaching RE are to encourage the children to:-

Through religious education in the Foundation Phase children will be given opportunities to explore their own experiences, questions and priorities and those of other people, reflect on the value of life and be encouraged to act responsibly towards living things in an open, challenging way through the exploration of a range of beliefs and viewpoints. Although an open, engaging and question approach is encouraged for religious education, parents and carers continue to have the right to withdraw children from religious education.

Key Stage 2

Pupils should be given opportunities to develop skills through engaging with:

The World

- **the origin and purpose of life** – how interpretations of the origins of the world and life influences people’s view, e.g. meaning and values
- **the natural world and living things** – how religions show concern and responsibility, e.g. stewardship; sustainability.

Human Experience

- **human identity** – the ways in which religions understand human existence, e.g. the image of God; uniqueness; spirituality
- **meaning and purpose of life** – how religious ideas, values and beliefs influence people’s responses to life and death
- **belonging** – how local believers, through home/community celebrations, share a sense of identity and commitment
- **authority and influence** – how different forms of authority such as sacred texts, religious leaders and codes guide and influence people’s lives
- **relationships and responsibility** – how the importance of personal relationships and responsibility to others is demonstrated by religions
- **the journey of life** – how the various stages of life and natural occurrences are acknowledged, responded to and celebrated in religion, e.g. rites of passage; challenging and inspiring experiences.

Search for Meaning

- **non-material/spiritual** – how religions indicate (through stories, celebrations and activities) that life is spiritual (more than material/physical)
- **knowledge and experience regarding the non-material/spiritual** – how religions/spiritual experience is developed and understood, e.g. relationship with God; lifestyle, commitment, worship, prayer, music, dance, meditation and fasting.

The Legal Position of RE

The school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The RE curriculum forms an important part of the school's spiritual, moral and social teaching. It also promotes education for citizenship. Griffithstown Primary School's RE curriculum is based on the Torfaen LEA's Agreed Syllabus and it meets all the requirements set out in that document.

The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning Styles

The teaching styles that we adopt at Griffithstown Primary School are as active and practical as possible. Through the use of a skills based curriculum, we encourage the children to explore their individual learning style. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

Equal Opportunities

The children are encouraged to fully participate in all aspects of the RE curriculum regardless of their race, gender, age or ability. Griffithstown Primary School ensures access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds and for those who are disabled. For more guidance the school has an equal opportunities policy.

ARR

Teachers in the course of their teaching through marking and observations carry out formative assessment informally. Pupils are encouraged to become increasingly more confident to evaluate their own work. Feedback to the pupils about their own progress is given whilst a task is being carried out for example discussion between child and teacher.

Curriculum Cymraeg

Where appropriate pupils are encouraged to develop their cultural, economic, environmental, historical and linguistic understanding of Wales. RE contributes to the Curriculum Cymraeg by offering learners opportunities to find, analyse and begin to understand information about the rich characteristics of religious beliefs in Wales.

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Health and Safety

It is the responsibility of the individual teachers to look after all equipment in their classrooms, pupils should be shown how to operate equipment appropriately and safely.

SEN

Pupils with SEN are supported by differentiated materials, appropriate software and level of support given. Pupils of high ability are frequently challenged through the numerous opportunities for learning presented to them, all children are encouraged to work to their learning potential.

Literacy and Numeracy Framework (LNF)

Throughout this subject you will see examples of literacy and numeracy skills being used and developed. These skills will have been taught previously in English and Maths lessons and are mapped out on our LNF coverage sheets.

Home School Links

Parents are invited to attend special assemblies and celebrations both within school and at local places of worship.

Governor approval date: Summer 2015

Next review date: Summer 2016

Author: K Taylor