



**George Carey Church of England
Primary School**

Religious Education Policy

A Christian school for all, at the heart of the local community, where everyone grows together in knowledge, understanding, friendship and love.

George Carey CofE Primary School

Policy for Religious Education

INTRODUCTION

The school's approaches to Religious Education substantially determined by its own mission, aims and the Agreed Syllabus of the Diocese of Chelmsford.

Where the Diocesan Syllabus cross-refers to that of the Local Authority, the London Borough of Redbridge Agreed Syllabus is drawn upon. The diocesan syllabus includes substantial guidance on aims and approaches as well as planning and assessment advice.

Religious Education is an important school subject. It can make a substantial contribution to the general personal and social development of every child in line with the overall aims of the school.

Religious Education has a particular part to play in pupils' spiritual development. We see spiritual development in terms of pupils' capacity to reflect on fundamental aspects of life. This is not to be viewed too narrowly in terms of RE and Collective Worship; other subjects should also contribute to pupils' spiritual development.

In our teaching of Religious Education and across all subject areas, practitioners are asked to provide opportunities for children to develop their own sense of spirituality through discussion, debate, enquiry and reflection.

Religious Education has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and the wider world.

Work in Religious Education will contribute to the development of certain general study skills. The subject is particularly suitable as a vehicle for developing the skills of reading, writing, speaking and listening, as well as developing active thinking skills. Religious Education will involve intellectual challenge for both the most and the least able. Assessment and the approach for children with special educational needs are also in keeping with the respective school policies.

The school sees Religious Education along with its approach to Collective Worship as a foundational element in its character and ethos. It is given due priority with at least 5% of lesson time and forming a substantial part of the content of assemblies and worship services.

OUR DEFINITION OF SPIRITUALITY

The recognition that there is something more to life than the ordinary and acknowledging the capacity of pupils to reach beyond the everyday experiences of life. This would include supporting the development of the inner life of each pupil and individual in our school through: a search for meaning in something that seems incomprehensible; a sense of values which are shared by all regardless of differences; a sense of the transcendent, that which is beyond or above the range of normal human experience. In doing so, guide our searching for answers to some of life's ultimate questions.

AIMS FOR RELIGIOUS EDUCATION

Religious Education lessons and the teaching elements of assemblies and worship services enable children to learn about religion and from religion by:

- exploring and responding to the beliefs and practices of the world-wide Christian Church
- experiencing, investigating and participating in aspects of the local church
- considering and investigating appropriate aspects of other beliefs and lifestyles
- reflecting on their own beliefs, values and attitudes
- exploring and responding to those aspects of religion and human experience which raise fundamental questions of belief, value and purpose in life
- realising their own self-worth and respecting the value God places upon each individual.

SCHEMES OF WORK

We plan our religious education curriculum in accordance with the Diocese of Chelmsford RE Syllabus schemes of work and Redbridge LA Agreed RE Syllabus schemes of work. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

ASSESSMENT AND MONITORING

We assess children's work in religious education we observe them during lessons. We mark work in accordance with the **Feedback and Marking Policy**. Assessment tasks are highlighted during each unit of work when a judgement about the work of each pupil in relation to the national curriculum levels of attainment can be made. We use these judgements as a basis for assessing the progress of each child, to inform further planning, for setting new goals, and for passing information on to parents and the next teacher at the end of the year.

RE IN THE ADDITIONAL RESOURCE PROVISION FOR CHILDREN WITH AUTISM

Children in the Additional Resource Provision access prayers in the morning, after lunch and at the end of the day (please see appendix). These are written using Communicate in Print. Copies are displayed around the room and are given to parents. Children are encouraged to put their hands together and stay still during prayers. They are encouraged to join in with saying the prayers.

Children in the Additional Resource Provision spend some of the time in the Doves base and some of the time in a mainstream class. Whilst in class, children will access the RE curriculum of the class differentiated to meet their needs.

Children also have a separate curriculum taught in Doves. This will often follow the main themes within the school; however, will sometimes be taken from our main topics. For example, when learning about plants, the children had literacy based on a prayer about a seed growing. All the main Christian festivals are celebrated through teaching a whole topic around that subject.

Activities are planned to meet the needs of the children, for example lots of visuals are used, Communicate in Print is used to support reading, food may be cooked and or tasted, matching activities may be in indiv opportunities for sensory experiences.

Children are also taught about festivals from other religions, for example Hanukah and Eid.

There is a quiet reflective area within Doves that children are encouraged to access. Children in the Additional Resource Provision are encouraged to attend assemblies and celebrations whenever appropriate. Individual children will be encouraged to play a part in their mainstream classes assemblies and celebrations.

Parents are invited to celebrate certain main festivals, including Christmas, with their child within the Additional Resource provision.

MONITORING AND REVIEW

The RE subject leader is responsible for monitoring the standards of t work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education and the spiritual development of our children, for being informed about current developments in the RE, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the Headteacher and governors with an annual report (often through presentationchevaluates the at Governor strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and v the subject.

Date of validation: September 2017

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