# Leesland C of E Federation

# RELIGIOUS EDUCATION POLICY

**Definition**

The purpose of Religious Education (RE) is to support the development of children's own values and contribute to their spiritual, moral, social and cultural development. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences.

This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

**Aims**

- To provide a wide range of encounters with religion which will help them form a view of the world that they can apply to their own experiences.
- To encourage and develop children's interest and opinions about concepts that are common to themselves and religions, and recognise and express their own values and beliefs.
- To enable children to consider the effects religion has on people's lives.

**Principles for teaching and learning in RE**

RE at Leesland C of E Federation is taught in accordance with the legal requirements of the Agreed Syllabus for Hampshire, Southampton and Portsmouth, *Living Difference III revised 2016*. We follow the recommended time allocation of 36 hours for RE per year for Foundation Stage and Key Stage 1 and 45 hours for Key Stage 2.

In Key Stage 1 the faiths studied are Christianity and Hinduism In Key Stage 2 the faiths studied are Christianity, Judaism and Islam.

Every unit is concept led and these concepts are taught clearly and explicitly. Each RE unit is split into 5 steps on a cycle of learning: Communicate, Apply, Enquire, Contextualise and Evaluate. Links are made with other areas of the curriculum where appropriate.

**RE in the Foundation Stage**

There is a legal obligation to deliver RE to Reception class children within the Foundation Stage according to the Agreed Syllabus. Where possible, links are made between RE and other areas of learning as children work towards the Early Learning Goals. Children encounter simple concepts which are particularly appropriate for this stage in their development such as celebration, specialness and community.

**Withdrawal from RE**

Parents have the right to withdraw their children from parts of, or all, RE lessons. Pupils who are withdrawn are supervised and provided with alternative activities. Parents/ carers are not legally obliged to state their reasons for withdrawing their child.

**Strategies for the teaching of RE**

We use a number of strategies to cover all styles of learning:

- Cross-curricular activities which are either blocked or fully integrated into the curriculum.
- Links are made between the creative arts and RE and techniques such as drama, art, music and ICT are used to enhance the teaching and learning of RE

- RE is taught through a mix of whole-class, group and individual approaches.
- Children work in mixed-ability groups with tasks appropriate for their ages and abilities.

Wherever possible we use first-hand experiences as a stimulus for learning. We encourage children to question the stories, the practices and beliefs they encounter and form opinions about them.

When planning and delivering the RE curriculum, every effort is made to ensure that the health and safety, equal opportunity and special needs policies are met.

The school has close links with St Mary's Church in Alverstoke and visits are made regularly providing a first-hand experience within the teaching of Christian concepts studied. Outside visitors also contribute to the RE curriculum.

**Strategies for progression and continuity**

A Long term map which identifies the concepts to be taught ensures consistency throughout Leesland Federation. Medium-term plans are provided by the RE co-ordinator using resources from Hants RE advisors.

Staff are responsible for their own short-term planning ensuring that it is adapted to suit the needs of their own class.

Assessment procedures for RE are in line with the assessment and marking policy. Assessments are made to monitor attainment and progress in RE and inform future planning.

**Strategies for recording and reporting**

Attainment in RE is recorded by individual class teachers and reported to the RE manager.

**Strategies for use of resources**

A wide range of resources are available to enrich the RE curriculum, including posters, DVDs, artefacts, books and websites. Resources are audited, evaluated and ordered by the RE manager according to the allocated budget. Resources can be accessed by all staff in the following ways:

- supplementary resources for RE are organised by the RE co-ordinator
- the library contains fiction and non-fiction books relevant to RE
- resource boxes are borrowed from the RE Centre in Winchester to support the teaching of some of the concepts.