



Fonthill Primary School Policy Religious Education

Rationale

Fonthill Primary School is made up of pupils from many cultures. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences and similarities within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Aims

Religious Education enables children to

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- promote respect for a variety of beliefs, cultures and religions through appropriate role modeling and challenging stereotypes and negativity
- have respect for other peoples' views and to celebrate the diversity in society
- to make reasoned judgements about religious issues;

Guidelines

RE is taught in accordance with the aims of the Agreed Syllabus produced by Bristol SACRE

We use the 'Discovery RE' Scheme of work to deliver RE across the school including Early years. This is an enquiry-based model, through which we develop children's' critical thinking skills, increase their motivation to learn and enhance their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather inform and develop the skills with which evaluation can take place

There are 6 units of work per year group, (one per term) each based on a key question that requires children to weigh up evidence and reach a conclusion based on that evidence.

Each unit of work follows a four step enquiry

- Engagement explores the children's own experience whether that includes religion or not
- Investigation children carry out an enquiry using carefully selected facts
- Evaluation children use the facts to come to a conclusion about the key question
- Expression children reflect on what they have learnt

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In RE lessons, as well as PHSE and Assemblies, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant global issues and to develop positive attitudes towards themselves and others.

Each unit of work has a built in assessment task that enables teacher assessment but also offers children the opportunity to assess their own learning. Teachers record and track progress throughout the year

In accordance with the law we provide religious education for all pupils registered at the school. Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the Head teacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Date Policy Agreed	September 2014
Agreed by	Pupil Support Committee
Review date	September 2017
Agreed By FGB	21/3/18
Review Date	March 2021