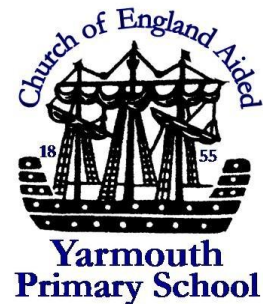
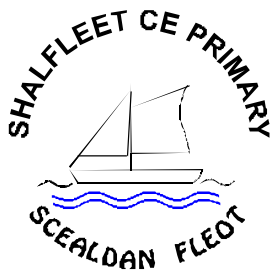


The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



RELIGIOUS EDUCATION A STATEMENT OF POLICY

Approved by	DB
Portfolio	SIAMS
Approved on	March 15
Review date	Spring 18
Review Cycle	3 Year
Policy Type	Statutory

Signed _____ Date _____

March 15

RE POLICY

Introduction

We value Religious Education as being fundamental to an understanding of the ways in which people attempt to make sense of life, both through religious beliefs and traditions and also through the exploration of their own individual and collective responses to life itself and belief in God. Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE on the Isle of Wight

Both schools have, until now, followed the agreed Isle of Wight syllabus.

The syllabus aims to develop children's knowledge and understanding of Christianity which is taught throughout each key stage of learning and through other principal religions. In the Isle of Wight syllabus these are Islam and Judaism. Schools may wish to also study Buddhism, Hinduism, or Sikhism. RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

However the schools are now moving towards using the Living Difference to underpin our learning in RE.

The aims of the Living Difference Curriculum are:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Key Skills in RE

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry : finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs
- Communication: sharing their ideas, and those within religions and beliefs, in a lively, informed way including different styles of writing, oral contributions and the use of ICT
- Interpretation: recognising and talking about religious symbols, stories and sacred texts
- Analysis and evaluation: developing their own views and ideas, recognising the views of others

Key Attitudes in RE

As with skills RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

Our Federation Values in RE

Across our Federation we have our three Christian Values of Respect, Determination and Relationships. Through RE we seek to provide our pupils the opportunity to understand and reflect how our Christian Values relate to the Bible.

Expectations in RE

We assess the children by marking them against key stage expectations and whether they have experienced, achieved or exceeded them. The children are also assessed regularly as to whether they are achieving or exceeding age expected and appropriate goals.

The attainment target for Living Difference is:

Interpreting religion in relation to human experience.

The attainment target emphasises the importance of interpretation of concepts. This can be understood in broader and more refined terms according to the age and ability of students.

- At Foundation Stage interpret can be understood as engaging with and responding to.
- At Key Stage 1 interpret can be understood as making sense of.
- At Key Stage 2 interpret can be understood as making sense of but pupils will also recognise that there may be a variety of interpretations of a concept, so interpret can mean differentiating between.

Approaches to Teaching and Learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- Developing the use of ICT in helping children's awareness of religions and beliefs

Organisation of RE

RE is taught through a range of religions, beliefs and key themes. Some aspects of RE may also be visited through topics studied. This is to further enable children to experience some of the wide diversity of life patterns, cultures and religious traditions that exist. This approach helps develop positive attitudes, foster consideration and reduce prejudice in preparation for life in our multi-cultural society.

Assessment and Recording

In RE we provide annual reports based on an assessment of children's learning throughout the year. We also recognise that some of the most important learning in RE cannot be formally assessed.

Rights of Withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school

Learning Resources

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, artwork, DVDs, artefacts and music CDs. We try to ensure RE is a lively, stimulating subject which engages all children. First hand experience of religious beliefs is sought.

As Church schools, further support in planning and provision is available through discussion with Rev David Bevington and Rev Mark Whatson, the local incumbents.

Contribution of RE to the Wider Curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

RE contributes to children's spiritual development by:

- Understanding how our spirituality can influence our lives in different ways. We are encouraging our pupils to understand this through the mirror, door, window and candle concept
- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth
- Learning about, and reflecting on, important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain

RE contributes to children's moral development by:

- Enabling children to value themselves and others
- Exploring the influence of family, friends and other sources of moral choices
- Considering what is of ultimate value both to children and within religious traditions
- Developing an understanding in key beliefs and teachings in religion, values and moral choices
- Considering ethical issues, especially justice, which promote racial and religious respect
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience

RE contributes to children's social development by:

- Considering how religious and other beliefs lead to particular actions and concerns
- Reflecting on the importance of friendship and positive relationships

RE contributes to children's cultural development by:

- Encountering people, stories, artefacts and resources from differing cultures
- Promoting respect for all, combating prejudice and discrimination

- Challenging stereotypes of religion and beliefs

RE and the Use of Language

RE can also make an important contribution to children's use of language by enabling them to:

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others
- Be inspired by the power and beauty of language
- Write in different styles such as poetry, diaries and extended writing
- Highlight own ideas and those of others

RE and the Use of ICT

RE can make an important contribution to children's use of ICT by:

- Helping them make effective use of ICT to investigate and learn from different religions beliefs, teachings and ideas
- Use e-mail and video conferencing to collaborate with other schools in different locations
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

Conclusion

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.