



# *PARK GROVE SCHOOL*

## *RELIGIOUS EDUCATION POLICY*

### **INTRODUCTION**

Park Grove Primary School is made up of staff and pupils who are from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

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

### **WHY TEACH R.E.?**

Religious experience, in all its forms, has had, and continues to have, a deep impact upon the lives of individuals, communities and the world. Religious belief, feeling, worship and lifestyle are vitally important elements in the lives of many people and affect our world deeply.

We feel that it is important that children learn about these beliefs and practices, as well as consider the moral and spiritual questions that arise in daily life. Children need to understand and empathise with the beliefs and values of other people and to develop tolerance, understanding and respect for others.

Within this we also have a duty to protect children from the risks of radicalization and/or extremist behaviour.

The term “spiritual”, as used in this document, should be understood to mean all experience that lies beyond the immediate material reality, and is not be confined to specifically religious experience. It includes religion, but it is broader than it, for example, the appreciation of nature or of art and our affective responses to these could constitute spiritual experiences

### **AIMS**

Through the implementation of the agreed syllabus, we aim to:

- Teach children about the religious experience of humankind, both in the present and from the past
- Teach children about the variety of religious beliefs and practices including atheism and agnosticism
- Develop and extend the moral and spiritual awareness and sensitivity of the children
- Encourage children to think more deeply about spiritual and moral questions, as they relate to their own experiences and those of others
- Encourage children to develop a sensitive and reflective attitude to their own and others' life experiences



- Encourage children to learn about and be sensitive to the beliefs, attitudes, lifestyles and values of others
- Provide children with a sense of awe and respect for humankind and the natural world
- Teach children about how religious beliefs and practice affects the ways of life's, choice, decisions, culture and attitudes of others
- Teach children about the historical importance of religious beliefs and attitudes
- Keep children safe from the dangers of radicalisation and extremism.

## **TEACHING**

Across the three sections of the school (KS1, Lower KS2 and Upper KS2) the RE Syllabus will be taught as a series of units, related where possible to other curriculum topics to be studied. The units will be within a two-year cycle, with one unit per term. It is recommended that a period of time be set apart for the specific study of RE.

It is important to include elements of RE teaching and learning within the framework of other curriculum lessons: for example science and geography lend themselves particularly well to discussions about the natural world, creation etc.

However it is necessary to ensure that sufficient RE is being taught and that it is not merely an adjunct to other curriculum areas.

## **WITHDRAWAL**

Pupils may be withdrawn from RE lessons, if requested by parents. Teachers also have the right to withdraw from the teaching of RE.

## **ASSESSMENT**

Assessment should include:

- How well the children have understood the concepts taught
- How well children have responded to questions and issues raised/discussed
- Whether the children themselves have been able to raise appropriate and interesting questions and demonstrated an ability and resourcefulness to begin to answer those questions
- How well the children have been able to empathise with the beliefs and practices of others
- How well the children have understood and responded to the moral issues and stances discussed

Children's personal values and beliefs must be respected. Assessment is not an assessment of those views, values and beliefs *per se*, but rather an assessment of how deeply and reflectively the children have considered the questions raised, the clarity of the responses they have made and the attitude shown towards beliefs, values and experiences of others.

If any safeguarding concerns are raised, these will be dealt with using our Safeguarding procedures.



## **MONITORING & EVALUATION**

Implementation of this policy will be monitored through book scrutinies, lesson observations, planning scrutinies, feedback from staff and children and analysis of data.

## **LINKED POLICIES**

PHSE

**REVISED BY: Vicky Hearson**

**DATE: June 2016.**

**NEXT REVIEW: July 2018**