



**BROADWOOD PRIMARY  
SCHOOL**

# R.E. POLICY

Last review date  
Reviewed by  
Next review date

November 2016  
RE Lead Staff  
November 2018

## **Broadwood Primary School**

### **Religious Education Policy**

#### **Rationale**

We believe that pupils must be helped to acquire knowledge and develop an understanding of religious beliefs, values, traditions and practices. We encourage a reflective approach to the study of religious faith and how it might relate to pupil's life experiences.

RE should be exciting, relevant and stimulating. It should enable pupils to deepen their understanding of, and response to, life. To be effective it needs careful planning, sensitive teaching and thoughtful assessment.

The New National Curriculum framework for September 2014 states that RE should be taught in all state schools and at all Key Stages.

In Broadwood we ensure that the teaching and planning of RE are in line with the 'Newcastle upon Tyne agreed Syllabus for Religious Education'

The syllabus reflects the fact that the religious traditions in Britain are in the main Christian, but takes into account the teachings and traditions of other principal religions in Britain.

The statement of RE Policy should also be seen in the context of the schools other policy statements, Particularly Special Educational Needs, PSHCE and Equal Opportunities.

#### **Aims**

Through our planning and teaching we aim to:

1. Help pupils achieve knowledge, understanding and insight into different beliefs and practices, thereby encouraging empathy respect and tolerance.
2. Explore the place and significance of religion in human life.
3. Begin to understand that religious belief can be the most important thing in a person's life.
4. Encourage pupils to reflect on their learning and experience in RE and relate these to their own lives.
5. Promote spiritual, moral and intellectual development of pupils.
6. Learn about each religion as a living faith which has a historical foundation.
7. Explore and express the pupil's own responses to the spiritual and religious approaches to life.

#### **Implementation**

The scheme of work gives clear guidance on the teaching of RE. to each year group within the school. RE is taught in a practical way with concrete examples wherever possible.

The programme of study for RE operates on a two-yearly cycle and is clearly specified for each year group. More detailed planning is specified in the individual teacher's weekly planning.

## **Spiritual, Moral and Social and Cultural development**

RE makes a substantial contribution to developing spiritual, moral, social and cultural awareness to the children in this school.

### **Spirit and Moral Development**

The opportunities for spiritual and moral opportunities can be provided in various ways, for example:

- exploring and understanding feelings
- interdependence
- self-esteem
- personal values and acceptable behaviour
- right and wrong
- sharing, collaboration
- respect for the view of others

These opportunities can be provided in various ways, for example:

- role play to present ideas and feelings
- using pictures and artefacts for a focus for discussion
- working on a collaborative project to reinforce taking turns and sharing
- using visits and visitors
- displaying work to give status to many different points of view
- encourage an awareness of right and wrong
- use opportunities to praise work and enhance self esteem

### **Social and Cultural Development**

Opportunities for social and cultural development include:

- learning about relationships
- learning about one's own culture and that of others
- responsibility
- interdependence
- co-operation
- beginning to empathise with others
- interpersonal skills

These opportunities can be provided in various ways for example:

- learning about the role of significant figures such as a Minister or Rabbi
- using discussion with visitors
- exploring the feelings and points of view of others
- encouraging co-operation and interaction with others

## **Assessment Recording and Reporting**

Assessment in RE should be seen in context of our school Assessment and Special Education Needs Policies. It is on-going, part of the curriculum planning process and informs future teaching and learning.

Progress in RE is reported annually to parents.

### **Community Links**

Community links can be promoted through the RE curriculum by:

- pupils meeting local clergy and other faith representatives
- visits to local places of worship
- inviting parents, governors and members of the wider community to our religious festival celebrations and class assemblies
- using children's own families as a resource

### **Resources**

A range of resources are available for use by children and/or adults. These include artefacts, books and CD-ROMs. Many resources are stored in storage boxes according to religion.

### **The Role of the RE Coordinator**

The role of the coordinator is to see that all children receive their full entitlement of RE. Key tasks include:

- administration
- curriculum development
- resource management
- production of relevant documentation

### **Financial Management**

Efficient financial management is linked to the management of resources, which is facilitated by careful by careful curriculum planning. Spending will need to relate to the subject specific aims and the Improvement Plan

### **Monitoring and Evaluation**

Monitoring and Evaluation is intended to help improve the quality of the education provided and the standards achieved within RE by all pupils.