

RE Policy

*...the mind of the prudent acquires knowledge, and the ear of the wise seeks knowledge...
Proverbs 18:15*

Lythe CEVC School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education (RE) is not a National Curriculum subject, but must be taught to all registered pupils. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education teaching and learning as to all other subjects. We teach Religious Education according to the aims of the New North Yorkshire Agreed Syllabus (2013- 2018). Religious Education should not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs.

Rationale

Through their work in RE children explore, analyse and reflect on a range of religious and non-religious responses to basic human questions of meaning and purpose. In particular Religious Education:

- helps children to know about and understand the religious beliefs, values, experiences, practices and traditions by which people throughout the world live and make sense of their shared human experience;
- enables children to examine and draw upon their own experience through reflection and response. Religious Education therefore has an important contribution to make to children's personal and social development and especially to their spiritual, moral and cultural development.

Aims and Purposes

Religious Education encourages all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. Religious Education has two closely related aspects: Learning about religions and beliefs (AT 1) and Learning from religions and beliefs (AT 2). These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

In accordance with the ethos and values of the school the pupils will develop an appreciation of and respect for the beliefs and philosophies of others. Pupils will be encouraged to value the rich variety of cultural traditions and lifestyles represented in modern Britain, and to consider their place in this. It is acknowledged and respected that deep beliefs are held in the area of Religious Education. It is therefore our aim to deal with any matters arising as sensitively as possible. We aim to achieve this by providing opportunities for children to:

- develop their knowledge and understanding of Christianity and other principal religions represented in Great Britain and globally.
- explore issues within and between faiths to help their understanding of different religions, beliefs, values and traditions;
- consider questions of meaning and purpose in life and different responses to these;

- learn about religious and ethical teaching, enabling them to begin to make reasoned and informed judgements on religious and moral issues;
- respond to what they are learning, drawing on their own experience and previous learning in RE and other areas of the curriculum;
- develop their sense of identity and belonging, preparing them for life as citizens in modern Britain and in a global society;
- develop enquiry and response skills through the use of distinctive language, listening and empathy;
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Objectives

- To foster children's feelings of awe and wonder, delight and mystery; to help them face and learn from painful experiences, which they may encounter such as fear, suffering and death.
- To develop children's understanding that life is a series of significant stages.
- To introduce children to the lives of key figures in different faith traditions and to people who have responded to their teaching.
- To give children the language and experiences, this will help them to develop religious concepts and understanding of religious beliefs held by other people on a local, national and global scale.
- To familiarise children with sacred books, writings and stories.
- To stimulate in children a curiosity about and a search for knowledge about worship, ritual, festival and other expressions of religious practice.
- To develop skills in children, such as music, movement, art and design, so they are able to respond to religious ideas, which have been transmitted in such forms and, where appropriate, express their own feelings in such form.
- To help children develop the confidence to express their own beliefs and feelings about religion and show respect for those of others. Syllabus As Lythe School is a Voluntarily Controlled C.E. School we are required to follow the North Yorkshire syllabus for Religious Education. We aim to help pupils to acquire and develop knowledge and understanding of Christianity and the other world religions and the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Throughout the school the units are planned to enable children in The Foundation Stage and in each Key Stage to work together on a shared topic but at a level, and in ways, which are appropriate to their age and ability.

Wherever possible the children will have the opportunity to learn through exploring and experiencing:

- places of worship
- meeting and talking to visitors from different faiths
- handling religious artefacts, paintings and writings
- research, including use of video, CD-Rom and the Internet
- class teaching/individual work/work in groups Children will be given the opportunity to reflect on religion through:
 - exploring and expressing personal values
 - experiencing stillness

- evaluating their experiences and discoveries
- expressing their ideas with confidence and sensitivity
- developing appropriate responses when encountering other people's beliefs
- reflecting on their own progress in this area Children will be encouraged to record their learning and experience through:
 - drama/mime/role play
 - dance/music
 - art/technology
 - written and oral work
 - presentation and displays of work

Learning across the Curriculum

RE makes a very important contribution to children's spiritual, moral, social and cultural development. RE also contributes to children's personal and social development and their learning in health education and citizenship. RE has a valuable contribution to make to the development of key skills especially communication, working with others, information technology, problem solving and improving own learning and performance. Through R.E we highlight the importance of Global awareness and education for sustainable development. We will include the work with our partnership school in Kenya. We aim to explore and develop children's understanding of religious and non-religious beliefs about the origin and value of life; the impact of these on how human beings understand the significance of the world and of themselves; how this is shown in the ways individuals and communities treat each other and the environment and use of the world's resources.

Assessment and Recording

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the Eight Level Ladder of Key RE Skills in the North Yorkshire Agreed Syllabus for Religious Education 2013-2018. Children's needs are carefully monitored and supported through teacher planning and direction. This enables objectives, tasks, teaching methods, resources and teacher/adult input to be matched to pupil needs. It includes the use of more challenging objectives or extension materials and tasks for the more able.

Equal Opportunities

All children have a right to a broad & balanced curriculum with the same access given to all pupils regardless of race, gender, religion, disability, economic & social background and any other factors which limit progress. Religious Education is planned to take account of these diverse needs and to challenge prejudice.

Parental rights to withdraw children from RE

Under the recent Education Acts, parents have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their children taking part in RE, they are asked to discuss their concerns first with the Head teacher. He will be able to discuss the RE programme and teaching methods in greater detail and give parents access to the RE unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the RE programme.