 **MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL**

policy document

Religious Education

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Mickley Village Primary and Nursery School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions.

Aims and objectives

The aims of religious education are to help children:

* 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;  develop an understanding of religious traditions and to appreciate the cultural;  differences in Britain today;  develop investigative and research skills about religious issues;  have respect for other peoples' views and to celebrate the diversity in society.

The legal position of Religious Education

Mickley Village Primary and Nursery School curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is Derbyshire based on the LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Learning and Teaching

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children study particular Religious faiths and also compare the religious customs of different faith groups.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by: setting common tasks which are open-ended and can have a variety of responses;

* setting tasks of increasing difficulty (we do not expect all children to complete all tasks); grouping the children by ability in the room and setting different tasks for each ability group;  providing resources of different complexity, adapted to the ability of the child;
* using classroom assistants to support the work of individuals or groups of children.

Curriculum planning

We plan our religious education curriculum in accordance with the Derbyshire LA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson.

Foundation Stage

We teach religious education to all children in the school, including those in the Sunflower Unit.

Religious Education is an integral part of the topic work covered during the year. As the Sunflower Unit is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in Development Matters, which underpin the curriculum planning for children aged three to five.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a range of bibles and a collection of religious artefacts, which we use to enrich teaching in religious education.

Contribution to other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion and this is our way of promoting the skills of speaking and listening. (see English policy)

Computing

We use Computing where appropriate in religious education. The children find information using the Internet. (see Computing policy)

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

Assessment and Recording

We assess children's work in religious education by: making informal judgements as we observe them during lessons.

marking a piece of work once it has been completed commenting as necessary. The progress of each child to be reported in the child's annual report to parents.

The involvement of children in their own assessment is an essential educational aim. (see Assessment policy). Children are involved in the evaluation of their work through agreeing next steps with their teacher. They are encouraged to comment on their work themselves before handing it in or discussing it with the teacher and through self-evaluation (what would they like to do better next time?) (See marking and feedback policy)

Parents are involved in assessment and recording through regular informal discussions, more formal parental consultation evenings and through annual reports. Parents have the opportunity to discuss progress at any time through the school's open door policy.

Health and Safety

The children are encouraged to be considerate and aware of their own health and safety and towards that of others during activities.

Equal opportunities

Religious Education forms part of the Mickley Village Primary and Nursery School's curriculum policy to provide a broad and balanced education to all children (see Race Equality statement, Equal opportunities policy and Inclusion policy / statement). We provide learning opportunities matched to the needs and abilities of the children and take into account the targets set for individual children in their individual education plans (LEP's). The learning of more-able children is extended as appropriate to their age and ability through extension activities and questioning.

Review of policy

The policy will be reviewed by the co-ordinator on a regular basis and appropriate amendments made.

Signed

Chair of Governors