



Swaythling Primary School

RELIGIOUS EDUCATION POLICY

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Author/Owner	Full Governing Body	

The school's policy for Teaching and Learning is the key document for all aspects of school life. It is relevant to RE in the same way as all other curriculum areas.

What is RE About?

RE is the awareness of the questions and mysteries that are involved in the religious and spiritual dimensions of human life and the ways they are expressed.

There are Attainment Targets and Programmes of Study set down in 'Visions and Insight'. They are as follows:

- Attainment Target 1 Exploring and Responding to Human Experience.
- Attainment Target 2 Investigating the Religious Traditions.

There are also prescribed Complementary Studies at each Key Stage.

How is RE Planned and Taught?

RE is planned in against a Scheme of Work that is outlined in a Framework of Units of Study for each Key Stage (see appendix). The main source of planning will be 'Living Difference'.

In planning for the delivery of the syllabus at KS1 and KS2, it is required that we incorporate;

- A coherent study of two (at KS1) and three (at KS2) major religions selected as part of the investigation of the religious traditions (Christianity, Islam and Sikhism also Hinduism will be used to reflect the range of faiths present in the school).
- Work focused on the complementary studies.
- Opportunities throughout for pupils to explore and respond to human experience.

In addressing the two Attainment targets;

'Exploring and Responding to Human Experience'.

Children should have the opportunity to develop their understanding of some of the central questions and experiences which have played a major role in the spiritual life of humankind. They should be encouraged to express their ideas and responses to these questions and experiences. They should also recognise the diversity of ways in which people express their own responses to these areas of experience.

And 'Investigating the Religious Traditions'.

Children should have the opportunity to explore aspects of beliefs, values and teachings of a range of world faiths. They should also have the opportunity to explore aspects of expressions of faiths within the range of world religions selected. Where appropriate, material drawn from other religions will be included.

Complementary Studies.

These are designed to complement the systematic study of the religious traditions and to provide specific opportunities to link this with the exploration of, and response to, wider human experience.

At Key Stage 1 there are three complementary studies.

- Symbol
- Exploring religious ideas
- A sense of specialness

At Key Stage 2 there are four complementary studies.

- The meaning of symbols
- God and the world
- A sense of time
- Community and belonging.

All children will be given equal opportunities to access this area of the curriculum but we accept that on some occasions parents may wish to exercise their right of withdrawal. It may not however be possible for a child to be withdrawn every time issues relating to religion and spiritual values are raised as there may be occasions when spontaneous enquiries are made in other areas of the curriculum. We would seek to establish a good working relationship with any parent who request withdrawal of their child from the whole or part of the RE curriculum.

How Are Resources Used?

Resources are used to enhance the child's understanding. The school has a developing collection of books, posters and artefacts. The school encourages children to reflect on religious and spiritual matters through a sensitive use of artefacts and other resources. We also make use of the Hampshire RE Website and subscribe to the Hampshire RE Resource Centre.

How are Record Keeping and Assessment Managed?

The RE planning document identifies assessment opportunities to be included in the planning. Pupil progress is monitored by teacher assessment using INCERTS. It is not appropriate to measure the quality of a child's belief or attitude to religion. Annual school reports inform parents of a child's progress in this area of the curriculum.

The following success criteria are used:

- It fulfils the national requirements by following locally agreed syllabus
- It enables pupils to develop an understanding of British Values
- It provides opportunities to reflect upon SMSC issues
- It fulfils school planning needs
- It promotes a broad range of learning opportunities and teaching approaches
- Children's learning shows clear progression
- Children's standards of knowledge and understanding measurably improve

Ratified by Governors:	
Signed by Chair of Governors	
	Dr N Gibbins
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Signed by Headteacher	
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