

## SODBURY VALE FEDERATION

# Religious Education Policy

In line with our schools' visions, Religious Education at our schools develops knowledge and understanding of the Christian faith and its beliefs and values.

Teaching about other world religions develops attitudes of respect, self-worth and empathy. In RE pupils will explore how religious belief supports moral development and helps individuals and communities to find meaning in their lives. It enables pupils to know about, understand and respond to the important and ultimate questions of life. By making RE relevant through creative and stimulating teaching, pupils will be encouraged to deepen their thinking and understanding in an atmosphere of love and respect.

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## 2 **VERSION HISTORY**

| Version Number | Reason for Issue             | Date of Issue |
|----------------|------------------------------|---------------|
| 01             | Initial Issue For Federation | May 2022      |
|                |                              |               |
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## 3 **INTRODUCTION**

In line with our school vision Religious education at our schools develops knowledge and understanding of the Christian faith and values and those of other world religions developing attitudes of respect, self worth and empathy. In RE pupils will explore how religious belief supports moral development and helps individuals and communities to find meaning in their lives. It enables pupils to know about, understand and respond to the important and ultimate questions of life. By making RE relevant through creative and stimulating teaching pupils will be encouraged to deepen their thinking and understanding in an atmosphere of love and respect.

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We work within the Church of England Statement of Entitlement

#### 4. Aims

To explore challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature or reality, issues of right and wrong and what it means to be human,

- To develop pupil's knowledge and understanding of Christianity and other religions and world views that offer answers to these challenging questions.
- To learn from different religions, beliefs and values and traditions while exploring their own beliefs and questions of meaning and purpose.
- To develop their sense of identity and belonging as citizens in a diverse society and global community
- To understand how belief may impact on culture, relationships, values and lifestyle.
- To understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- To enable pupils to develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings and relationships, develop important skills of empathy, communication, analysis and evaluation and attitudes of respect, sensitivity, open mindedness and self-esteem.
- To help pupils develop a sense of awe, wonder and mystery.

#### 5. Approach

RE will be given at least 5% of curriculum time. In this school the Locally Agreed South Gloucestershire Syllabus is the statutory document for the teaching of RE. This is supplemented by "Understanding Christianity".

#### 6 Legal Requirements

Parents have a legal right to withdraw their children from Religious Education lessons should they so wish.

#### 7 Key Principles

- The scheme of work for RE will maintain a balance between the three strands of believing, expressing and living
- There will be Key Questions for each unit of work.
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in all three strands
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- The RE co-ordinator will support and monitor the subject and the resources available.

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- In this school the faiths taught are Christianity, Islam, Judaism in Key stage 1 and Christianity, Islam, Judaism and Hinduism at Key stage 2
- Promotion of the subject through enrichment days.

## **8 Assessment**

- Monitoring of year and medium/short- term planning and curriculum coverage
- Lesson observation
- Work sampling (pupil outcomes, pupil feedback)
- Floor Books
- Pupil Voice
- Learning walks
- End of unit assessments showing attainment for each child,
- Comparing of attainment in RE with other key subjects
- Review of curriculum plan

On an annual basis the school reports to parents on achievement in RE based on teacher assessment.