



Uffington Church of England Primary School

'Optimum Solum Satis Est' – 'Only the best is good enough'

Religious Education Policy

This policy outlines the purpose, nature and management of Religious Education taught at Uffington Church of England Primary School.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all teaching staff.

We are a Church school and seek to promote high standards in the teaching of Religious Education.

Aims

RE at Uffington CE Primary will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll, except those that have been withdrawn by their parents.
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Lincolnshire local authority (published in 2012).

Within the framework of the law and the Agreed Syllabus, our aims in RE are:

- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. The school's programme for RE is based upon these fundamental values and is designed to develop children's knowledge and understanding of different faiths and beliefs.

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Lincolnshire and the UK. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase.
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country;
- to affirm each child in his/her own family tradition, religious or secular;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Objectives

- In Foundation the RE themes fit into the Early Years Foundation Stage curriculum.
- In KS1 the four key concepts (Celebration, Religious Belief and Lifestyle, The Sacred and Authority) are studied through Christianity and Judaism.
- In KS2, alongside Christianity and Judaism, three other major world faiths, i.e. Hinduism, Sikhism and Islam are introduced, together with major festivals as they occur.
- Cross-curricular work is encouraged, in line with whole school policy on teaching and learning.
- We support teaching and learning in RE through the use of ICT, art, drama, discussion, visits, display work and other active learning strategies.
- The children will be introduced to the ritual and symbolism of the Church of England and explore the life of the local Parish Church and Priest.
- From time to time, representatives from the major world faiths and other Christian denominations will be invited to speak about their faith.
- Visits to different places of worship will be arranged. Children will be taught to act with dignity and respect for different cultures, faiths and ceremonies.
- We aim to continually update and increase our resources to support teaching and learning in RE.

Differing Pupils' Needs

Our whole school policy with regard to special needs and differentiation applies to RE. We acknowledge that some children may have special and deep experience of a religion through family practice which may not relate to their general educational ability.

The PREVENT Duty

Staff are trained in identifying indicators that an individual is engaged with an extremist group, cause or ideology. Where there is a concern that behaviour reflects any of these indicators, the headteacher must be informed. As Designated Safeguarding Lead, the headteacher will then assess whether a referral is needed through the usual Early Help and safeguarding process.

Assessment

Assessment may be carried out by observation, discussion or recorded evidence. Children's attainment will be reported annually to parents.

Monitoring and Review

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy created by staff and adopted by the Governing Body	November 2008
Policy reviewed by the Curriculum Committee	biennially
Policy reviewed by the Curriculum Committee	March 2014
Policy to be reviewed by the Curriculum Committee	October 2015
Next review	October 2017