

Religious Education Policy Dilton Marsh Primary School

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Dilton Marsh is a Voluntary Controlled School therefore we deliver RE in line with the Wiltshire Agreed Syllabus - 'Thinking Together'

Aims in Religious Education

The following whole school aims are particularly relevant to our work in Religious Education:

- *to develop an awareness of religious, moral and spiritual issues in line with the Mission Statement.
- *to develop pupil's knowledge and understanding of Christian beliefs and practices.
- *to develop a reflective approach to life and explore right and wrong with reference to religious and human experience.
- *to develop pupil's knowledge and understanding of other principal religions.
- *to provide opportunities for spiritual development and help children to develop an understanding of the meaning and purpose of life.

Teaching and Learning

At Dilton Marsh, we have used the Wiltshire Agreed Syllabus as the basis for our curriculum planning. Since September 2007 we have moved to a skills-based curriculum, which enables a more creative, cross-curricular approach where appropriate, otherwise RE is taught discretely. (Teachers are expected to cover the skills and areas of study as laid out in the Curriculum Coverage document. (See appendix 1)

Teaching in Religious Education will develop the pupil's knowledge, ideas, attitudes, beliefs and spirituality through the use of stories, pictures and religious artefacts. We help children to learn about, and make comparisons between, religions and to realise that although religions may have different beliefs and traditions, their values are broadly similar.

Approaches to the teaching of RE

Religious Education at Dilton Marsh School is delivered in the following way.

In accordance with the structure of the locally agreed syllabus we have agreed that in;

KS 1

pupils study Christianity as the principal focus and Islam as the major focus.

KS 2

pupils study Christianity as the principal focus, Islam as the major focus and Judaism as the minor focus.

Where it fits with topic work we also include Encounter Units, for example Hinduism when studying India.

Inclusion

We meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

Monitoring and review

The whole staff, led by the subject leader, is responsible for monitoring the standard of the children's work. In addition the subject leader monitors teachers' Curriculum Coverage documents to ensure all skills and areas of the R.E. syllabus are covered.

Reporting to parents

On an annual basis, the school reports to parents on attainment and progress in RE based on teacher judgement.

The right of Withdrawal from RE

At Dilton Marsh School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education on the grounds of religious belief. We

would ask any parent considering this to contact the Head Teacher to discuss any concerns about the policy, provision and practice of Religious Education at Dilton Marsh School.

Resources

There are a range of books covering Christianity and other faiths available in the school library. Some artefacts for Islam and Judaism are stored in the cupboard in the Head's office. In addition, we use the Wiltshire Learning and Resource Library to provide books and artefacts to support the pupil's learning.

Curriculum Coverage in R.E.

Skills should be taught through delivery of the programmes of study as outlined in the curriculum map of the Wiltshire Agreed Syllabus.

Year 1

Investigation

Ask simple questions about religion

Make simple observations about pictures, stories and artefacts

Interpretation

Give simple explanations of their feelings

Give simple explanations of their thoughts

Begin to make links between actions and results

Retell and begin to understand the meaning of stories

Analysis and Evaluation

Begin to voice own opinions and ideas about religious beliefs and festivals

Begin to give reasons for their opinions

Use simple religious vocabulary

Application

Begin to explain how messages in stories apply to their own lives

Begin to explain why religion is important to some people

Begin to make links between their own experiences and concepts in R.E

Begin to make links between different areas of R.E.

Skills Coverage in R.E.

Skills should be taught through delivery of the programmes of study as outlined in the curriculum map of the Wiltshire Agreed Syllabus.

Year 2

Investigation

Ask questions about religion

Make observations about pictures, stories and artefacts

Interpretation

Give explanations of their feelings

Give explanations of their thoughts

Make links between actions and results

Retell and begin to understand the meaning of stories

Analysis and Evaluation

Voice own opinions and ideas about religious beliefs and festivals

Give reasons for their opinions

Use an expanding religious vocabulary

Application

Explain how messages in stories apply to their own lives

Explain why religion is important to some people

Make links between their own experiences and concepts in R.E

Make links between different areas of R.E.

Skills Coverage in R.E.

Skills should be taught through delivery of the programmes of study as outlined in the curriculum map of the Wiltshire Agreed Syllabus.

Year 3/4

Investigation

Ask relevant questions about religion

Gather evidence from different sources

Begin to understand the importance of not jumping to conclusions

Begin to find solutions to questions asked

Interpretation

Start to explain how humans make sense of their experiences

Suggest meanings of their own

Begin to explain meanings given by others

Begin to see implications of actions, words and events

Begin to develop their own ideas

Analysis and Evaluation

Voice their own opinions and ideas and begin to give reasons for them

Look for explanations of ideas and beliefs and begin to consider alternatives

Consider beliefs and ideas of others

Application

Begin to apply ideas and teachings in religion to their own experiences, attitudes and behaviour

Begin to identify the impact of religious beliefs and practices on the lives of individuals and groups

Begin to make links between different areas of learning in RE so that their understanding of key concepts is developed

Skills Coverage in R.E.

Skills should be taught through delivery of the programmes of study as outlined in the curriculum map of the Wiltshire Agreed Syllabus.

Year 4/5

Investigation

Ask relevant questions about religion
Gather evidence from different sources
Understand the importance of not jumping to conclusions
Find solutions to questions asked

Interpretation

Explain how humans make sense of their experiences
Suggest meanings of their own
Explain meanings given by others
See the implications of actions, words and events
Develop their own ideas

Analysis and Evaluation

Voice their own opinions and ideas and give reasons for them
Look for explanations of ideas and beliefs and consider alternatives
Consider beliefs and ideas of others
Give reasons for their own and others beliefs

Application

Apply ideas and teachings in religion to their own experiences, attitudes and behaviour
Identify the impact of religious beliefs and practices on the lives of individuals and groups
Make links between different areas of learning in RE so that their understanding of key concepts is developed

Skills Coverage in R.E.

Skills should be taught through delivery of the programmes of study as outlined in the curriculum map of the Wiltshire Agreed Syllabus.

Year 5/6

Investigation

Ask relevant questions about religion

Gather evidence from different sources

Discover criteria and explore concepts and their boundaries

Find solutions to questions asked

Interpretation

Explain how humans make sense of their experiences

Explain meanings given by others

See the implications of actions, words and events

Develop and expand their own ideas

Imagine and reflect on other possibilities

Analysis and Evaluation

Voice their own opinions and ideas and give reasons for them

Look for explanations of ideas and beliefs and consider alternatives

Consider beliefs and ideas of others

Explore agreement and disagreement

Make considered, reasoned judgements and use evidence to support their opinions

Application

Apply ideas and teachings in religion to their own experiences, attitudes and behaviour

Identify the impact of religious beliefs and practices on the lives of individuals and groups

Make links between different areas of learning in RE so that their understanding of key concepts is developed

Make links between the 'big questions' of life and the questions addressed/explored by religions.