

St Lawrence CE Primary School



Religious Education Policy

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THE LEGAL REQUIREMENT

The Education Reform Act 1988 requires that –

- RE is taught to all pupils in full time education. Parents do retain the right to withdraw their child from all or part of RE. Teachers' rights are safeguarded should they wish to withdraw from the teaching of RE.
- RE is taught in accordance with the Shropshire Agreed Syllabus. This is a legal requirement.
- RE should “reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain”. (Education Reform Act 1988 Section 8(3).)
- RE “must not be designed to convert pupils or urge a particular religion or religious belief on pupils”. (Section 26(2)).

Aims and Objectives

We aim to enable pupils to:

- Develop a knowledge and understanding of Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and Native Spirituality.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development.
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Show discernment and enables pupils to combat prejudice.

Breadth and balance

Foundation: Thematic – topics based upon children's own lives and experiences

Key Stage One: Introducing the study of Christianity and aspects of Judaism and Islam and incorporates where appropriate, consideration of non-religious beliefs.

Key Stage Two: Developing the study of Christianity and aspects of Judaism and Islam, and introducing aspects of Hinduism and Buddhism. It also incorporates where appropriate, consideration of non-religious beliefs. NB At each Key Stage, teachers may also draw from other religions and viewpoints, as appropriate, to acknowledge the beliefs of the children within the class.

Planning

The school follows the Shropshire SACRE Agreed Syllabus for religious Education in Shropshire Schools 2016-2017.

PROMOTING SPIRITUAL, MORAL AND SOCIAL DEVELOPMENT THROUGH RELIGIOUS EDUCATION

Religious Education provides opportunities to contribute to *spiritual* development through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God;
- valuing themselves as unique individuals;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to contribute to *moral* development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to contribute to *social* development through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues. Religious Education provides opportunities to contribute to *cultural* development through:
 - encountering people, literature, the creative and expressive arts and resources from differing cultures
 - considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
 - promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.