

This policy will help us to achieve the following school aims:

- To understand and accept that we are all individuals and respect each others differences.
- To ensure we have a school where everyone has a voice that is listened to.
- To care for everyone's well being.
- To learn using a wide and interesting variety of opportunities both within and beyond the school.

R.E. aims to:

- develop children's knowledge and understanding of Christianity and the other principal religions - Buddhism, Hinduism, Islam, Judaism and Sikhism. Consideration is given to other non-religious perspectives such as Humanism.
- encourage children to consider the influence of religion on individuals, families, communities and cultures.
- encourage children to learn from different religions, beliefs, values and traditions while exploring their own beliefs.
- promote key attitudes including self esteem, respect, open mindedness, appreciation and wonder.
- provide children with opportunities for personal reflection and spiritual development.
- encourage children to develop their sense of identity and belonging, so enabling them to flourish individually within their communities and prepare them for life in a multi-cultural country/world.
- provoke challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.
- develop children's skills in reflection, empathy, investigation/enquiry, reasoning, communication, interpretation, analysis and evaluation.

Objectives- Foundation Stage

- To enable children begin to explore the world of religion in terms of special people, books, objects, songs, music and celebrations.
- To encourage children to listen and talk about stories, and to provide opportunities for them to engage in role play and creative activities.
- To introduce specialist words and encourage children to use their senses in exploring religious beliefs, practices and forms of expression.
- To provide opportunities for them to reflect on their own feelings and experiences.
- To allow time for children to use their imagination and curiosity to develop their appreciation and wonder of the world they live in.
- To encourage children to develop respect for their own and other's cultures and beliefs.

Key Stage 1 Children study Christianity and Judaism as their focussed religions.

- To learn about different beliefs about God and the world about them.
- To respond to a range of stories, artefacts and other religious materials.
- To recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary.
- To begin to understand the importance and value of religion for believers, especially other children and their families.
- To ask questions and develop a sense of wonder about the world, using their imaginations.
- To talk about what is important to them and others, reflecting on their own feelings and experiences and developing a sense of belonging.

Key Stage 2 Children learn about Christianity, Hinduism, Islam, Judaism and Buddhism.

- To be able to describe the key aspects of religions especially the people, stories and traditions which influence beliefs and values. Also to be able to retell religious stories which have been discussed.
- To learn about sacred texts and be able to consider their meanings.
- To explore and recognise symbolism in religious text and buildings.
- To explain how beliefs and practices make a difference to the lives of believers.
- To be able to describe similarities and differences within and between religions.
- To extend the range and use of specialist vocabulary.
- To recognise the challenges involved in distinguishing between right and wrong.
- To be able to ask and discuss appropriate questions about religion and life.
- To communicate ideas clearly, recognising other people's viewpoints.
- To be able to describe what inspires and influences themselves and others.

Responsibilities-The role of the R.E. team leader is to monitor planning/standards/continuity and progression; to lead team meetings and INSET, keep the co-ordinators file, prioritise and order R.E. resources and ensure they are well maintained. Teachers should plan using the programmes of study from the Devon, Plymouth and Torbay Agreed Syllabus 2007 and ensure children encounter, at appropriate levels, the six key strands of R.E. namely:- **AT1** (i) Beliefs, teachings and sources (ii) Practices and ways of Life (iii) Forms of expression. **AT2** (i) Identity and belonging (ii) Questions of meaning, purpose and truth (iii) Values and commitments.

Assessment- R.E. is to be assessed using level descriptors from the Agreed Syllabus. Teachers have been asked to choose one piece of work per term which can be more fully assessed and shared with the R.E. team for monitoring purposes. The children's annual reports provide a brief summary of the work covered and these also include an indication of the child's levels of attainment. A new portfolio will be assembled using samples of work, photographs and relevant comments about children's learning. We recognise that some of the most important learning in RE cannot be formally assessed. In the Foundation stage children are assessed in relation to the early learning goals.

Inclusion-We try to ensure that R.E is a lively, stimulating subject which engages all children. The teaching will be in accordance with the present policy for inclusion. We aim to meet pupils learning needs, including those with special educational needs, pupils from all religious communities, gifted and talented pupils and pupils from a range of ethnic groups and diverse family backgrounds.

Resources- We encourage the use of a wide range of resources and visits to enrich children's learning. Artefacts, D.V.D.s, video tapes and C.D. roms are stored in the drama hall. Posters, Big books and teacher reference books can be found in the resources room. Whilst a range of Bibles and children's reference and story books are available in the reference section of the KS2 library or the KS1 shared area. Information relating to 'Every Child Matters in Religious Education', The Devon Plymouth and Torbay Agreed Syllabus2007 can be found at www.deseducation.org

Is this policy working ?- Are both Attainment target 1-**Learning about religion** and Attainment target 2-**Learning from religion** covered with sufficient breadth? Are all aspects of the programmes of study covered in each Key Stage? Is there consistency within year groups and across the school?

Other relevant policies – Inclusion and Personal, Social and Health Education.

We are currently reviewing our Religious Education Policy. This current policy continues to be followed by all staff until further notice.