

Lady Katherine Leveson  
Church of England Primary School



Religious Education Policy

*Responsibility of: RE Subject Leader*

*Evaluation: Annually, Spring Term*

*Lady Katherine Leveson Church of England Primary School*  
*Policy for Religious Education*

*Overview:*

*Executive Summary*

*Purpose:*

Religious Education at Lady Katherine Leveson C of E Primary School is rooted in the basic tenets of Christianity. Supported by the Education department of the Diocese of Birmingham, our approach is ecumenical and children of all faiths are encouraged to reflect on what might be learnt from religion, in the light of their own beliefs and experiences. We follow the Solihull Agreed Syllabus for Religious Education and are advised by the Diocese of Birmingham.

*Rationale:*

Lady Katherine Leveson C of E Primary School fully endorses the Solihull Agreed Syllabus when it states that 'To learn is to respect and understand what is important to others is an essential part of everyone's education and the study of religions is potentially an enriching and creative experience' Through Religious Education, Lady Katherine Leveson C of E Primary School aims to develop in children a sense of faith and commitment, as well as offering a wider experience of people's beliefs and feelings. Along with collective worship and the other subjects in the curriculum, RE has a crucial part to play in pupils' SMSC development.

The Christian faith was the inspiration behind the formation of the school in 1674, and continues to shape all aspects of our endeavours. The legacy is widened throughout the curriculum, but particularly in our collective worship. In its Christian teaching, the faith is set within a local, regional, national and international context.

Children are given opportunities to develop their faith in Jesus Christ and to understand the nature of commitment to Christian life. Pupils are taught to understand and respect other Christian denominations and other religious faiths held and practiced throughout the world. Pupils of these world faiths are encouraged to share their perspectives and customs.

*Key Principles*

*Actions / Aims:*

Religious Education should be broadly based, giving children:

- a foundation of Christian teaching and its application to life
- an appreciation of the ecumenical perspective, local and national
- an understanding of all the world's major faiths, by way of nurturing openness and tolerance
- an understanding of the cultural contribution that Christianity has made throughout our history
- respect for all people and their right to hold or not to hold religious beliefs and to celebrate the diversity in society

- an opportunity to explore the Christian nature of the Foundation of Lady Katherine Leveson, particularly St Mary's Church, in relation to the work of the Church and the care of older people.
  - Our RE curriculum should also ensure that children and adults understand confidentiality; that children know they can talk to anyone in school and that people will listen, and that adults know that they need to follow the confidentiality cards kept in the entrance to school
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2. It should help children to develop an awareness of the spiritual dimension to life, and help them appreciate the importance of making choices
  3. It should give the opportunity to develop a personal faith that relates to the child's experience of the world, relationships and living
  4. Religious Education should make a significant contribution to the Spiritual, Social, Moral and Cultural development, in order to develop personal growth
  5. Religious Education should explore Christian teaching about:
    - \* the nature and purpose of human life
    - \* the communities people live in
    - \* the natural world

These explorations should take place in both the local and world context.

The above aims are evidenced through the scheme of work (see RE Subject Leader's file), which adheres to the Solihull Agreed Syllabus.

6. To offer pupils the opportunity to be confirmed.

Practice:

The RE Subject Leader is responsible for:

- Leading the RE throughout the school
- Provision of documentation, ie policy, schemes of work
- monitoring and assessment of the subject, including maintenance of the Subject Leader's file
- Audit and provision of staff development and personal develop (eg through INSET)
- Audit and provision of resources to support the teaching and learning of RE
- ensure provision of visits and visitors to enrich the RE curriculum

Planning:

Long Term Plans (Curriculum overview) – the long term plan was revised in 2002 with advice from the RE inspector and curriculum support teacher. The plan uses mainly material from the FKS, KS1 and KS2 handbooks produced by Solihull. The Subject Leader seeks ongoing advice from the Diocese regarding the syllabus.

Medium Term Plans (Scheme of Work) – Medium Term plans are given to each teacher for each term. Appropriate resources are available from school or the Chapelfields centre.

Short Term Plans – it is the responsibility of class teachers to do the short-term planning, in line with the thematic curriculum. However, the RE Subject Leader is available to support staff.

The Agreed Syllabus recommends that 1 hour at KS1 and 1 ¼ hours at KS2 should be devoted to the teaching of RE. Within school there is flexibility to timetable discreet time, cover RE during the thematic curriculum or block the teaching of RE.

#### Pupil Entitlement:

We recognise Parents/Carers' right to withdraw their children from RE lessons. However, we do ask that any such withdrawals to be discussed with the Headteacher first.

#### Teaching and Learning:

There is a wide variety of teaching and learning methods that are appropriate to learning both from and to about religion. Pupils learn best by being involved and interested. The use of stories, artefacts, music, drama, visits and visitors all bring the subject to life. Children are encouraged to participate in the lesson and make contributions, knowing that they will be valued. Pupils are encouraged to develop independent thought. Use of open questions promotes thought and reflection. It is important that each individual's contribution to discussion is valued. Opportunities that arise in the curriculum to address issues of equality and justice are taken.

#### Assessment, Recording and Reporting:

Children's learning in RE is assessed termly and recorded in both the RE Subject Leader's file and the Class Teacher's file. The RE Subject Leader monitors children's progress.

#### Resources:

The scheme of work is resourced through various items stored in the RE cupboard outside the hall. We also borrow materials as appropriate from the Chapelfields centre. Each teacher has a copy of the handbook. Every class has bibles. There are reference books in the library, for staff and children.

#### *Monitoring and Evaluation:*

The efficacy of this policy is monitored by the RE Subject Leader, through the programme of SSE and reported to the RE Committee. Governors are then able to monitor and evaluate the Religious Education in school.