

**LYDIARD MILLICENT CE VC PRIMARY SCHOOL****RELIGIOUS EDUCATION POLICY**

Member of staff responsible	Kim Trinder
Governor responsible	Tudor Roberts
Sub-Committee responsible	Performance
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## Document Version Control

<b>Issue Number</b>	<b>Issue Date</b>	<b>Summary of changes</b>
2.0	28 <sup>th</sup> Nov 2007	None
3.0	16 <sup>th</sup> Nov 2009	Sentence added to top of page 3, extra * point made above table on page 3, one change to table on page 3, end of section 2 on page 4 changed, changes to 'Resources' section on page 5.
4.0	January 2013	Name change and also reference made to new RE curriculum
5.0	March 2015	Up-dated to accommodate Discovery RE Scheme

## Lydiard Millicent CE VC Primary School Religious Education Policy

### Rationale

At Lydiard Millicent CE VC School, Religious Education is delivered in line with the Wiltshire County Agreed Syllabus and the recommended Discovery Resource Scheme of learning.

### Aims

**The principle aim of RE is to engage pupils into enquiry of key questions arising from study of religion and belief, so as to promote their personal and spiritual development.**

- To provide activities which nurture enjoyment, excitement and interest in Religious Education;
- To help each child develop a sense of his/her own identity and worth and to grow in self-knowledge and confidence;
- To help each child to develop his/her own beliefs and moral values which will guide their personal behaviour;
- To extend pupils' awareness that people do commit themselves to causes and beliefs;
- To encourage respect, understanding and tolerance of those who adhere to different faiths;
- To develop feelings of wonder, delight and mystery and to reflect upon the natural world;
- To develop knowledge and understanding of the other principal religions in Great Britain.

### Attainment Targets:

Learning about religion & belief (AT1)

Learning from religion & belief (AT2)

### Religions and beliefs

RE is taught through different religions and belief. All year groups learn about Christianity and as the children progress through the school they will find out about; Buddhism, Islam, Hinduism, Sikhism and Judaism.

### Fields of enquiry

These are the areas of learning in which children will be engaged:

Beliefs, teachings and sources

Practices and ways of life

Expressing meaning

Questions of identity, diversity and belonging

Questions of meaning, purpose and faith

Questions of values and commitments

## Themes

### Foundation Stage themes: *discovering*

Special people  
 Special places  
 Special times  
 Being special

### Key Stage 1 themes: *exploring*

Believing  
 Story  
 Leaders & Teachers  
 Symbols  
 Celebrations  
 Myself  
 Belonging

### Key Stage 2 themes: *Connecting*

Beliefs & questions  
 Teachings & authority  
 Inspirational people  
 Symbols & religious expression  
 Worship, pilgrimage & special places  
 Religion & the individual  
 Religion, family & community  
 Beliefs in action in the world

## Skills and Abilities

At Lydiard Millicent School we believe that Religious Education has a major contribution to make towards children's learning, especially in terms of their spiritual awareness. Important skills we seek to develop include reflection, empathy (to begin to understand another person's point of view), communication and enquiry. The children investigate by searching for answers; try to interpret words, symbols, events and artefacts. They analyse and evaluate, looking for evidence and link this to other's beliefs and feelings. This leads into developing important attitudes including respect, sensitivity, open-mindedness, confidence and self-esteem. Many of the units begin with children's own experiences and emphasise how special they are.

## Effective Teaching and Learning in Religious Education

Religious Education is made accessible to children and supports all individuals to achieve their full potential. This is achieved by using a range of activities that address the children's preferred learning style. A creative approach is taken where possible and planning for each year group includes opportunities for visual, auditory and kinaesthetic activities with up to date ICT resources. We feel it is important to always give the children time to reflect upon their learning at the end of each lesson.

## Cross Curricular Links

Although Religious Education is taught as a discrete subject, it forms links with a range of other curriculum areas principally literacy, drama, art, history, geography and PSHE, e.g. in KS1 pupils link their own experiences of caring for others with the work of Florence Nightingale. In KS2 children develop their empathetic skills through studying different cultures within a geographical context and historical periods such as the Tudors and WW2.

### Assessment

'I can' statements are used within RE Levels so that the children can assess themselves as well as teacher assessments against the themes. Each year the RE leaders set targets to improve teaching & learning based upon the attainment of the pupils.

### Equal Opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and an understanding of the major religious traditions. Children's needs are addressed by:

- Creating effective learning environments
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches.

### Special Educational Needs

Religious Education is taught at a level appropriate to the age, ability and experience of children and is therefore accessible to all.

### Resources

These are mainly held in the RE cupboard in the hall. Resources include books, pictures, artefacts, interactive software for use on computers and the interactive whiteboards, and DVDs. The RE Subject Leader purchases resources to support the delivery of the curriculum. Bibles for pupils are kept in the library and every class has a few Bibles readily available for use by the pupils. Each class has a reflection area set up with a crucifix, candle and prayer book to be used during RE lessons, class worship or for children to have quiet moments of reflection themselves.

### Summary

At Lydiard Millicent School we regard Religious Education as a particular area of the curriculum where the school's values and ethos are promoted in the classroom. We aim to help children to develop respect and sensitivity for all people and a greater understanding of the importance of religion in the world.