

# BRAYWOOD CE FIRST SCHOOL



## POLICY FOR RELIGIOUS EDUCATION

***“From tiny acorns, mighty oak trees grow, watered and nurtured by God”***

### AIMS

*“RE provokes 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” RBWM RE Guidance*

Religious Education will enable all children to explore religious beliefs and practices, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences.

Religious Education will foster mutual understanding between children of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

At Braywood we aim to help all pupils to:-

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- extend their thinking and analytical skills and their creative, imaginative and emotional development;
- develop the ability to make reasoned and informed judgements about religions and moral issues;
- enhance their spiritual, moral, social and cultural development;
- develop a positive attitude to all people, respecting their right to hold different beliefs and towards living in a diverse society.

Our Christian values shape everything we do at Braywood and form the bedrock of our success. They are evident in our planning of RE and are understood by parents, staff and pupil alike.

***“trust, faith, love, self-discipline, forgiveness, determination, courage, ambition, friendship, family, respect, resilience”***

## **THE LEGAL REQUIREMENT**

Braywood First School in accordance with the 1988 Education Reform Act provides religious education for all pupils (except those withdrawn at the request of their parents)

Time – Key Stage 1 - 36 hours per year  
Key Stage 2 - 45 hours per year

At Braywood both key stages have 5% of their curriculum time devoted to RE.  
Religious Education is taught with equal standing in relation to National Curriculum subjects, but in accordance with the local R.B.W.M. Agreed Syllabus.

While we reflect that religious traditions in Great Britain are mainly Christian, we take account of the teaching and practices of the other principal religions represented in the country, without emphasising one more than another

## **SCHEME OF WORK**

Braywood use the R.B.W.M. Agreed Syllabus to plan most of the RE in school. It is based on two Attainment Targets:-

- Learning about Religion
- Learning from Religion

Core and optional study units are planned and taught in accordance with these three strands of each Key Stage. These cover the core religions of Christianity, Sikhism, Hinduism and Judaism.

Key Stage 1    Ways of living  
                  Learning about believing  
                  Sharing faith

Key Stage 2    Lifestyles  
                  What people believe  
                  Expressions of faith

For pupils in the Early Years there is a separate but similar curriculum statement more suited to their needs using the Early Learning Goals highlighted in the Foundation Stage Documents.

There is clear guidance on the teaching of RE and the R.B.W.M.'s Sacre has given schools as an additional supportive document together with a RE syllabus specific to Windsor Schools.

NB. Following consultation between the Windsor First and Middle Schools concerning the RE curriculum content, there is a more prescriptive overview of the curriculum with regards the content at KS2.

## **TEACHING AND LEARNING**

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning.

A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork, pictures and images.
- The use of art and craft to enable students to express their ideas and cookery.
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions.
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites etc.

There is a wide selection of resources available for teachers to use which covers Christianity, Buddhism, Judaism, Sikhism and Islam. Children will have the opportunities to learn about religion from a variety of resources. RE is approached through stories, drama, cross curricular themes, RE topics, festivals, whole school topics, discussion on specific ideas and spontaneous enquiries.

Teaching can be in the form of (or part of) regular timetabled lessons or as a whole day workshop. It can be part of an ongoing topic i.e. India and Hinduism or moral stories and PSHE. It is inextricably linked to other areas of the curriculum and as such benefits from enrichments days or visits. We endeavour to invite religious leaders and experts into school to enhance the teaching of RE.

Other areas include Circle time, PSHE, Collective Worship, SMSC Policy, ECM, Equality and Inclusion and all Healthy Schools Policies.

## **ASSESSMENT AND RECORD KEEPING**

The RE planning each half term identifies opportunities for assessment. Teachers will keep on-going records of these assessments and also of observations regularly. Formal records of the children's achievements are documented in their end of year reports and in their "special book".

In order to improve the consistency and effectiveness of assessment in RE this syllabus includes the 8 level scale of achievement published by the National Curriculum; programmes of study. This is a statutory criterion for assessment in the R.B.W.M. syllabus. (See RE folder)

The staff discusses RE in our regular staff meetings and RE is reviewed in our 3 year cycle of the school development plan. Pupil achievement is recorded at the end of every year through a level 1-4 and parents are informed of pupil progress through their report and parents' evenings. The RE co-ordinator monitors trends in pupil data to further inform future planning.

## **LINKS**

We are affiliated with the Oxford Diocese. We have developed links with local churches and ministers. In particular Church of the Good Shepherd, Dedworth All Saints Church, St Michael Bray Church, Church Army, Kings Church and Reading Synagogue.

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

## **RESPONSIBILITIES**

It is the responsibility of the Governors to ensure that the Headteacher and RE Co-ordinator adheres to this policy and the legal requirements for teaching Religious Education.