

CLANDON SCHOOL

A caring community where all can THRIVE

RELIGIOUS EDUCATION POLICY

Reviewed	Summer 2018	Next Review	Summer 2021
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Legal Requirements

Two Acts of Parliament, 1944 and 1988 make it a requirement that children at Key Stage 1 should be taught Religious Education and that it should have equal standing to the core and foundation subjects within the school's curriculum.

Religious Education is not a statutory requirement for 4 year olds but as a Church School we would wish to lay a foundation for the teaching of Christianity to the children in our Reception Class. The experiences of festivals, experiences and stories from other faiths can also be part of the wider curriculum at this stage.

As Clandon School is a Voluntary Aided Church of England School RE is to be determined by the school's governing body in accordance with the Trust Deed of the school. Our governors have agreed that Religious Education at Clandon School will follow the guidelines of the Guildford Diocese Agreed Syllabus (revised in 2003). This is available in the school in a folder and is also presented on CD-rom.

Aims of Religious Education

Religious Education enables pupils to learn about religions by gaining a secure knowledge and understanding of the beliefs, practices and history of Christianity, starting from an Anglican perspective and to begin to explore other faiths and perspectives.

It allows pupils to learn from religion by developing the ability to express curiosity about fundamental questions of life, to understand and begin to use religious language

Time Spent on Teaching Religious Education at Clandon School

It is a requirement outlined in the SIAMS Handbook that the proportion of curriculum time dedicated to meeting religious education objectives should make up 5%-10% with at least 2/3 of this time focusing on Christianity. This time does not include the Act of Collective Worship.

Approaches to Teaching Religious Education

Religious Education, like other subject areas, may be included in cross-curricular topics. There will be times also when the subject is given a separate focus.

The main features that children will cover relate to the areas of the Diocesan Guidelines

Methods of Teaching Religious Education

The school is adding to its collection of artefacts, visual aids, books and DVDs, which are available for use by any class teacher. Other artefacts, books etc can be borrowed from the parish church and the Diocesan Education Centre at the Cathedral in Guildford. We also, when appropriate, invite visitors into the school to talk about their beliefs and lifestyle. This is always conducted in an educational way and children should have the opportunity to ask questions.

Each year group will visit the parish church throughout the year. Other trips such as to East Clandon Church and Guildford Cathedral will be arranged for specific year groups.

Religious Education can be introduced through music, story, drama, forms of artwork, discussion, food, artefacts etc. – there are countless valuable focal points.

Continuity and Progression

It is important that children are provided with carefully planned progression in Religious Education. Teaching content will help children to:

- Increase their understanding of concepts
- Continue to develop their attitudes
- Continue to practice and attain skills

Equal Opportunities and Multi-Cultural Education

Clandon School believes that Religious Education is a vital contribution to a harmonious and respectful school community and society. All teachers will promote equal opportunities for each child in the school regardless of race, background, faith, class or gender.

Although parents are entitled to withdraw their child from Religious Education and Collective Worship, as a denominational school we hope that this would not be viewed as necessary. However, parents concerned about this important area of the curriculum are encouraged to consult the Headteacher.

Assessment in Religious Education

The Diocesan Guidelines Programmes of Study are accompanied by the QCA level descriptors for the expectations of learning in Religious Education, which identify what children should be able to do by the end of the Key Stage. They are separated into the two attainment targets 'Learning about Religions' and 'Learning from Religion'. The Units of Study of the Guidelines also provide learning outcomes as to what pupils should be able to do after studying each unit. These will form the core of areas that should be assessed. Approaches are recommended in an Appendix in the Diocesan Guidelines.

Teachers should be aware, however, that there are areas in RE which are inappropriate to assess. A personal response to the beliefs being studied is a pupil's own concern and must remain so.