**Twiss Green Community Primary School**

**Policy for Religious Education**

**The Legal Position**

Religious Education is provided for all pupils registered at the school in accordance with the Education Act of 1988. The legal right of parents to withdraw children from Religious Education is acknowledged and is referred to in the School Prospectus.

**Principles**

Religious Education is part of the basic curriculum, but not part of the National Curriculum. It is taught in accordance with a locally agreed syllabus (Lancashire) and also takes into account guidance issued by the Qualifications and Curriculum Authority (Q.C.A.). It shares equal status and importance with all other subjects in the curriculum and the same high standards are applied to it as to any other subject.

**Aims**

‘Primary educational legislation requires that all maintained schools provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of adult life.’

Lancashire Agreed Syllabus 2011

At the centre of RE at Twiss Green Primary School is the question, “What is it to be human?” Through an enquiry based RE curriculum we aim to enable the children to develop the skills they need to rationally address this and many of the other big questions they will face throughout their lives.

It is not our intention to lead children to any specific faith but to use RE to encourage our pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness (Lancashire Agreed Syllabus 2011) to the beliefs and values of others.

**Skills and attitudes**

The Religious Education curriculum will provide opportunities to develop the following skills:-

*Investigation; Empathy; Synthesis; Interpretation; Evaluation; Application; Reflection; Analysis and Expression.*

Religious Education also helps children to develop positive attitudes towards self, others, society and the world.

**Planning and Delivery**

* All staff are responsible for overseeing the planning and delivery of R.E. within their own classes. Delivery will take place throughout two R.E. weeks (either two separate weeks or an R.E. fortnight) each term. In order to make cross-curricular links with other subjects, class teachers may choose when these weeks should take place to fit in with their overall planning.
* It is acknowledged that staff have the right to withdraw from the teaching of R.E.
* All staff areresponsible for resourcing their own Religious Education teaching, in consultation with the R.E. co-ordinator where necessary.
* The planning and delivery of R.E. is creative and a wide variety of approaches are used as deemed appropriate to stimulate the children’s learning. Through Religious Education, children engage in active learning through discussion, reflection, drama, music and art. By employing a variety of teaching methods we hope to challenge the children and guide them in learning from and about religion.
* Children will have the opportunity to work individually, in groups and as a whole class.
* Teaching will reflect the fact that the religious traditions of Great Britain are, in the main, Christian.The staff will deliver three investigations of Christianity each year as well as one investigation into Islam, Judaism and Hindu Dharma.
* Planning will include evidence of both Attainment Targets 1 (Learning about Religions) and Attainment Target 2 (Learning from Religions). It will also cover the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions and the Search for Personal Meaning).
* Wherever possible, use of Computing and IT is integrated into RE lessons.

**Resources**

* A variety of resources will be used when appropriate, namely: books, artefacts, posters, videos,visitors into school and visits to local places of worship. Increasing use is made of Internet based resources.

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