



Cranbrook  
Primary School

# Cranbrook Primary School RE Policy

## *Contents Page*

- (1) Aims and Objectives*
- (2) Teaching and Learning Style*
- (3) Strategies for RE*
- (4) RE and Information and Communication Technology (ICT)*
- (5) Cross-Curricular Learning*
- (6) Equal Opportunities (INCLUSION)*
- (7) Assessment*
- (8) Health and Safety*
- (9) Resources*

*Religious Education (RE) is not part of the National Curriculum and so the formulation of an Agreed Syllabus is the responsibility of the local education authority. At Cranbrook Primary School we follow the Redbridge Agreed Syllabus and have adopted the aim of Religious Education as stated within it:*

*"The aim of Religious Education is to promote the spiritual, moral, social, cultural and intellectual development of pupils and of the society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value." (pg. 10 Redbridge Agreed Syllabus) .*

## AIMS AND OBJECTIVES

*Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Cranbrook, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. We promote respect and tolerance of all faiths. Children develop a positive self-image and foster a code of moral behaviour required for living in a harmonious community.*

*The aims of religious education are to help children:□□*

- develop knowledge and understanding of Christianity and other major world religions, and value systems found in Britain;*

- *develop an awareness of spiritual and moral issues in life experiences;*

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- *develop an understanding of what it means to be committed to a religious tradition;*
- *be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;*
- *develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;*
- *develop investigative and research skills and to enable them to make reasoned judgements about religious issues;*
- *have respect for other peoples' views and to celebrate the diversity in society.*

## **TEACHING AND LEARNING STYLE**

*At Cranbrook, we base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children*

*to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.*

*Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Eid, Diwali, Baisakhi and Christmas etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.*

*Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues working individually or in groups.*

*We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:*

- *setting common tasks which are open-ended and can have a variety of responses;*
- *using P4C (Philosophy for children) approaches;*
- *setting tasks of increasing difficulty (we do not expect all children to complete all tasks);*
  - □ □ *grouping the children by ability in the room and setting differentiated tasks for each ability group;*
- *providing resources of different complexity, adapted to the ability of the child;*
- *Using classroom assistants to support the work of individuals or groups of children.*

### **STRATEGIES FOR TEACHING RE**

*RE is taught through class and discussion, written works, sharing of experiences, lifestyles, practical activities (art, drama, visits to places of interest in the local area, exploration of artefacts, songs, research in books and online, videos and visitors to the school.)*

### *Cross-Curricular Learning*

*At Cranbrook, our aim is to ensure that RE is linked to other subjects, where appropriate. Religious Education, must be incorporated into each year groups cross-curricular topic overview. Children will be given the opportunity to learn about religion and produce quality pieces of work through other subjects such as History, ICT, Art and Literacy.*

### *RE and Information and Communication Technology (ICT)*

*We use ICT where appropriate in religious education. The children find, select and analyse information, using the school Ipads. They also use ICT to review, modify and evaluate their work and to improve its presentation.*

### **FOUNDATION STAGE**

*We teach religious education to all children in the school, including those in the Nursery and Reception classes which form our Foundation stage. Religious education is an integral part of the topic work covered*

*during the year and is taught in a cross-curricular way. Aspects of faith are covered within the six areas of learning in the Nursery.*

*We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Many of these fall within Understanding of the World.*

## **EQUAL OPPORTUNITIES (INCLUSION)**

*At Cranbrook, we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language, children with Specific Special Educational Needs and the Gifted and Talented pupils.*

## **ASSESSMENT**

*We plan work and set tasks that are matched against the expectations in the Agreed Syllabus to ensure*

*that we are enabling pupils to make progress appropriate to their age and ability. We report progress to parents on an annual basis, making specific, individual and accurate comments based on regular marking/recording of achievement against the learning outcomes identified. When marking RE work, teachers must refer to the school's marking and feedback policy but may wish to use the levels for further guidance. We value and plan activities designed to engage pupils in reflection on their own beliefs and values. The RE specialist keeps samples of displays in the RE File. This demonstrates what the expected level of achievement is in RE in each year of the school.*

## **HEALTH AND SAFETY ISSUES**

*There are no specific health and safety issues relating to the delivery of RE but where artefacts are introduced children and teachers alike should be aware of the need for careful handling and due respect is given to the artefacts. When educational visits are arranged all necessary Risk Assessments must be completed and the need for respect from adults and children alike must be reiterated. Any use of candles or incense for reflection and experiential learning must be used under supervision and usual Fire Safety*

*rules followed. Religious visitors must be supervised and shown due respect both in terms of what they say and show.*

## **RESOURCES**

*We have sufficient resources in our school to be able to teach all our religious education teaching units. They are kept in year groups, where there is a box of equipment for each unit of work.*