



## HUSTHWAIT AND SESSAY CE FEDERATION POLICY FOR RELIGIOUS EDUCATION

### Rationale

We are a Voluntary Controlled Federation with a Christian Foundation and as such Christianity forms the basis of all teaching in the school and how we treat each other. We live in a multi-cultural, multi-racial society and encourage the respect and understanding of the other religions and other cultures within the community in which we live.

We encourage children to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions. We help children to experience awe and wonder.

### Aims

- To develop an awareness of spiritual and moral issues in life experiences
- To develop knowledge and understanding of Christianity and the other major world religions and value systems found in Britain.
- To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- To develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- To have respect for other people's views and to celebrate diversity in society, as appropriate
- To continue to foster links between school, churches and community.

### Guidelines

- The North Yorkshire agreed syllabus, York Diocesan Board of Education Primary RE Syllabus and the National Curriculum are the framework within which we work.

### Exploration and Experience

Wherever possible, children will be given opportunities to:-

- ✓ Visit places of worship in a planned and structured way;
- ✓ Meet and talk to believers in a structured situation;
- ✓ Observe religious practices, rituals and celebrations;
- ✓ Examine religious artefacts, paintings and books;
- ✓ Gain first-hand knowledge through direct questioning.

### Analysing Experience

Learning in Religious Education should be more than an accumulation of factual knowledge and personal experiences. Children will be allowed time to reflect upon and analyse this knowledge and experience in order to develop a deeper insight and perception. This, in turn, will lead to a deeper understanding towards the feelings and attitudes of others. In order to see the world through the eyes of another person, children will be encouraged to become more open and sensitive and to develop a degree of imagination.

### Reflecting on Religion

Through looking at the worlds of other people, children will discover similarities and differences with their own world. To help them with this reflection, they will be given opportunities to:

- explore and express personal values and feelings;
- evaluate their experiences and discoveries;
- express their ideas with confidence and sensitivity;
- express themselves in a variety of ways;
- develop appropriate responses in dealing with what is special to others.

### **School Programme of Study**

Religious Education will feature within whole school, classroom and individual activities. Both whole school and key stage collective worships will introduce some topics for consideration and reflection. The school's religious education will be drawn from specific classroom activities and from work relating to class topics. Individual children's questions will be responded to as necessary and appropriate by the teacher.

### **Assessment**

Assessment of children's developing awareness, understanding and knowledge takes place in a variety of ways. Sometimes this is through informal observation and conversation but at other times, specific assessment activities are planned and trackers are kept.

### **Withdrawal of pupils**

The school hopes that all children, regardless of religious affiliation, will be able to take part in the school's Religious Education programmes. However, the views of parents who wish to withdraw their children from this part of the curriculum will be respected.

### **Arrangements for Key Stages 1 and 2**

- Foundation & KS1 – Christianity and Islam.
- KS2 - As well as Christianity and Islam, the children study Judaism and Hinduism.

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