



**COLLIS PRIMARY SCHOOL**

**RELIGIOUS EDUCATION POLICY**

## INTRODUCTION

..... 'learning about religion' and 'learning from religion' ..... with a range of experiences and opportunities'.

Quote: QCA non-statutory framework for RE

Religious Education occupies a unique position being a component of the basic curriculum to be taught alongside the National Curriculum in maintained schools. The Education Act of 1996 states that an agreed syllabus must reflect the fact that the religious traditions of Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain'.

Quote: QCA non-statutory framework for RE

Further to this, RE is a compulsory non-modular subject which is reported on in the pupils' end of year reports.

The position of RE in Collis Primary School is importantly placed to reflect the diverse religions in our multicultural society. The Richmond upon Thames agreed syllabus and the QCA non-statutory framework have together provided the overall structure for the Programme of Study for the Foundation Stage through to Year 6. The Programme of Study was implemented in Autumn 2006 after consultations and Inset sessions in the previous term.

A representative team of staff and governors has helped in the creating of this policy.

A COOPER  
September 2006

NB Under the 1996 Education Act parents have a right to withdraw their children from all or part of RE lessons.

## **AIMS OF RELIGIOUS EDUCATION IN COLLIS SCHOOL**

NB: All aims regarded as equally important.

- To be implemental in supporting children to reflect, develop and affirm their own beliefs, values and attitudes.
- To develop understanding of the place and significance of religions in our multi-cultural society.
- To develop pupils' understanding and respect for religious beliefs and attitudes which may be at variance with their own.
- To foster strong links with PSHCE.
- To appreciate, wonder and reflect on the world in which we live by developing imagination, curiosity and learning to question purposefully and sensitively.
- To teach RE so as to uphold the overall aims, values and philosophy of the school.

(See Teaching and Learning Policy)

## APPROACHES TO RE

At Collis the teaching of RE according to the Agreed Syllabus and the QCA Framework is approached with the following principles and practices in mind.

- No presumptions are made as to the religious or otherwise backgrounds, beliefs and values of the children or staff.
- The religious backgrounds of all members of the school community are equally valued.
- Encouragement and opportunities are given to individuals to share their own experiences with others.
- Links between home, school and faith communities are highly valued.
- It is acknowledged that every religion studied can contribute to the education of all pupils.
- Teaching that stresses open enquiry and first-hand experiences is promoted
- Children's personal experiences from other faiths (i.e. apart from Christianity, Judaism, Islam and Hinduism) are welcomed.
- The understanding of religious beliefs and multicultural awareness are fostered through assemblies, celebrations, concerts, drama productions and displays.
- Main religions studied are:

Christianity  
Judaism  
Hinduism  
Islam

## CODE OF PRACTICE

- Implementation of our 'main' scheme (Folen's *RE in Action Years 1-6*)
- Foundation Stage reflects the QCA recommendations, their own programme of study.
- Pupils' work is recorded in RE/PSHCE exercise books.
- Weekly RE lessons of 1 hour per week (Years 1-6)
- Daily assemblies with Christian reflection
- Wherever possible and appropriate RE teaching is enriched by including ICT programmes, expressive arts, visits and visitors.
- Children's work is monitored and evaluated for comparability within Year groups and across Key Stages for progression.
- Annual Carol Service and assemblies containing quiet times for prayer and reflection.  
Monthly Infant Birthday Assemblies.
- Work is assessed at the end of topics using teacher designed worksheets suitable for each age group. These are put into children's RE books to provide on-going records.
- Written work is differentiated according to ability.

## **RESOURCES AND ASSESSMENT SHEETS**

# YEAR 1

Name: .....

Date: .....

My picture is about

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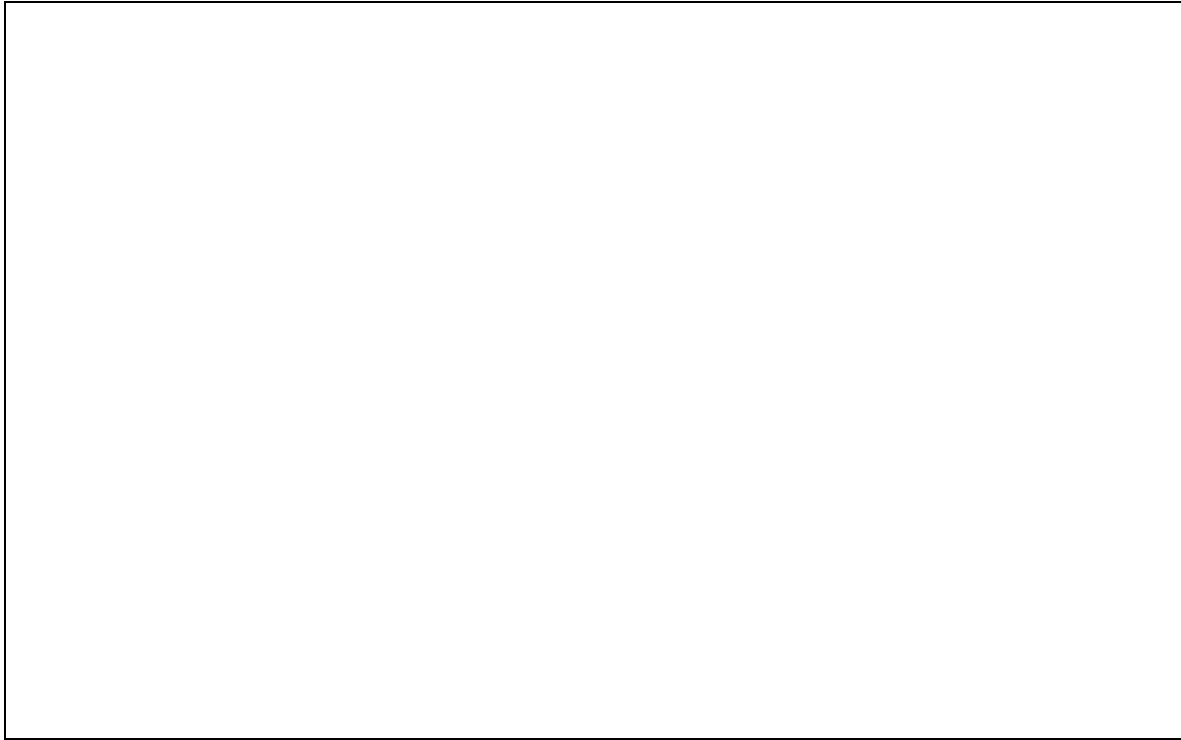
# YEAR 2

Name: .....

Date: .....

My picture is about

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# YEAR 3

**Date:** .....

What I now know about

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Date: .....

I really enjoyed

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# YEAR 4

Date: .....

What I now know about

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Date: .....

I really enjoyed

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# YEAR 5

Date: .....

What I already know about

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Date: .....

What I know now

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# YEAR 6

Date: .....

What I already know about

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Date: .....

What I know now

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