



## JC Preparatory School Religious Education Policy

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To be reviewed:	Annually

### **Whole School Aims and Objectives.**

At Jersey College For Girls Preparatory School RE is an important part of the school curriculum and is taught relevant of the child's stage of development and experience.

We use an enquiry- based approach, beginning with the children's own life experience before moving into learning about and from religion.

The syllabus provokes challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

As a school we encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Teaching enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Pupils' are taught to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

We prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion and develops a sense of awe, wonder and mystery.

### **Within the framework of the Law and the Agreed Syllables, our aims in RE are for pupils to:**

- acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Jersey and in the United Kingdom.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global; develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.

Enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- reflecting on their own beliefs, values and experiences in the light of their study; develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

### **Right of Withdrawal**

1. A parent of a pupil at JC Prep may, on giving notice to the Head teacher, withdraw the pupil, either wholly or in part from Religious Education, Acts of Worship or assemblies.
2. Where the Head Teacher receives notice, she shall provide supervision of the pupil during the periods when the pupil would otherwise receive Religious Education, attend an Act of Worship or an assembly.

### **Equal Opportunities**

In keeping with the aims of the school policy for equal opportunities, the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background, or physical capacity. Care is taken in RE to avoid the reinforcement of the negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

### **Spiritual, Moral, Social and Cultural Development.**

Religious Education plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to their social and cultural development.

### **Collective Worship**

Religious Education is different in nature to both Worship and Assembly. The aims and objectives of RE are different and distinct from those of Collective Worship. RE is about developing skills, knowledge and understanding in order to make decisions about the important questions. Worship is about being given the opportunity to participate in an experience which can lead to a heightened sense of spiritual awareness. Assembly can emphasise the more ritual and ceremonial aspects of worship and can be used as a springboard from which to launch a project or inspire a larger number of children at one time.

Religious Education cannot be taught wholly through assemblies. The assembly context does not give the opportunity for the exercise of many skills; for example, research, which is part of Religious Education for which a classroom context is essential.

### **Teaching and Learning**

Planning for Religious Education is based on two attainment targets:

1. Learning about Religions.
2. Learning from Religions.

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impact on the lives of believers and communities, and the varying ways these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation

and evaluation of what they learn from religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which can be used are:

- drama;
- group work;
- individual reflection;
- use of music and art;
- artefact handling;
- multi-sensory approaches;
- visits and visitors;
- use of ICT;
- use of photos, posters, DVDs.

### **Assessment**

To assess pupils' progress in RE we:

- Gather evidence of what individual pupils know, understand and can do in RE by observing them at work, listening to and discussing with them.

### **Monitoring, Evaluation and Review**

The RE subject leaders are responsible for monitoring the standards of the children's' work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

### **Coverage**

It will be expected that schemes of work will ensure that Christianity is included in each Key Stage. Other world religions are included as follows:

Reception - at least one other religion

Key Stage 1 -at least one other religion.

Key Stage 2 -at least two other religions.

### **Resources**

Artefact boxes can be found in the Resources Room.

### **Review and evaluation**

This policy was written in October 2016.

The policy will be reviewed annually.