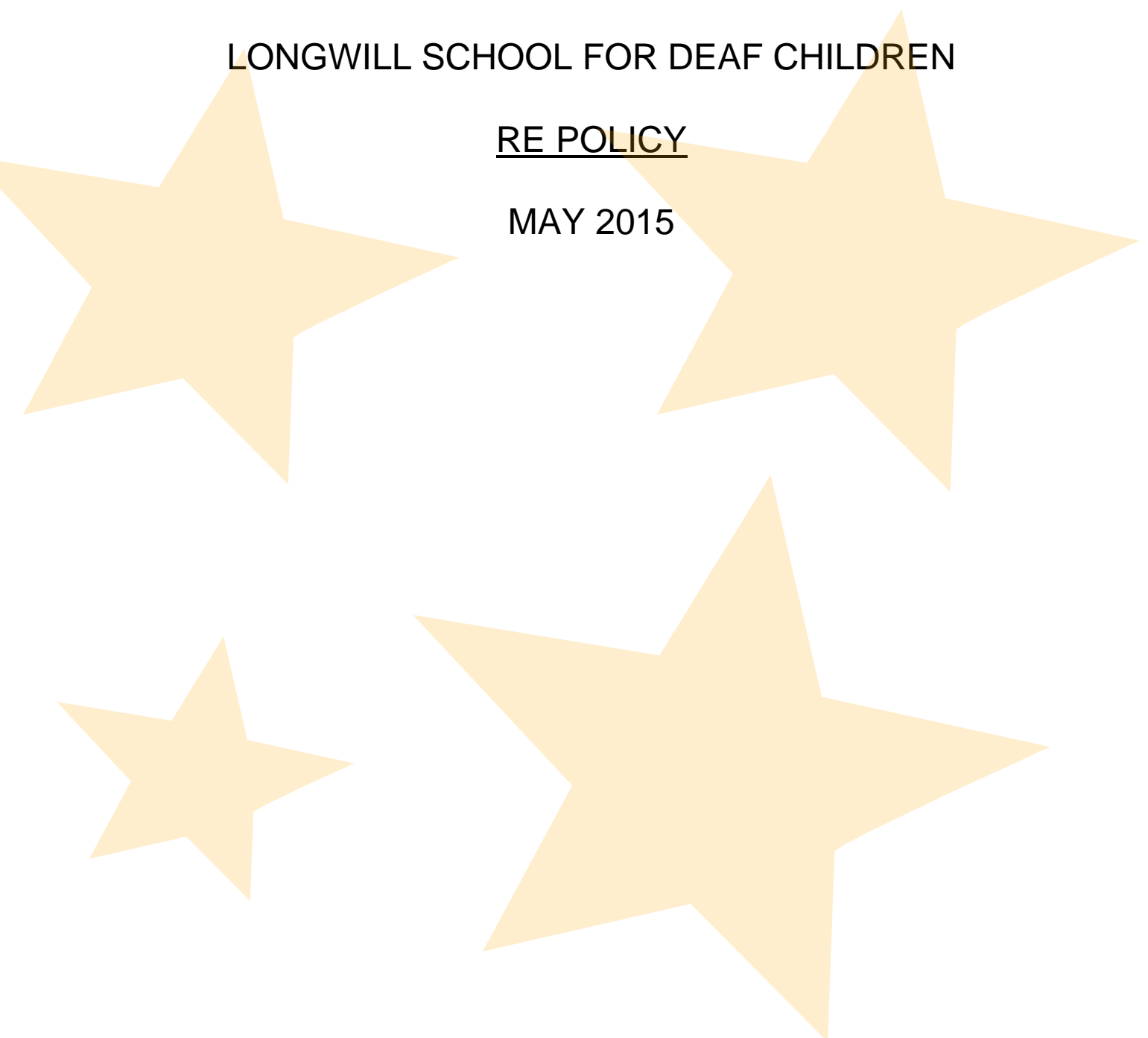


LONGWILL SCHOOL FOR DEAF CHILDREN

RE POLICY

MAY 2015



LONGWILL SCHOOL

RELIGIOUS EDUCATION POLICY

We are required by the 1988 Education Act to provide Religious Education at Longwill School. We follow the 2007 Birmingham Agreed Syllabus. This is accessed through the website www.faithmakesadifference.co.uk (Nov 2012).

Aims

Religious education promotes the pupils` spiritual, moral, social and cultural development by helping them to:

- 1) address the fundamental questions of life or respond to such questions with reference to the teachings and practices of religions
- 2) reflect on their beliefs, values and experiences
- 3) develop the ability to make reasoned and informed judgements about religious and moral life
- 4) develop positive attitudes towards other people, respecting their rights and held beliefs different from their own, and to enable them to live in a world with many diverse religions
- 5) develop knowledge and understanding of the faiths, practices and values of the religious traditions found in Birmingham and elsewhere, and their influences on individuals, families, communities, societies and cultures.

Balance between different aspects of RE is thus ensured by the two Attainment Targets.

1) Learning from faith (L.f.F)

2) Learning About Religious Traditions (L.a.R.T)

Religious Traditions consist of a rich treasury of vision, practice and experience to assist the educational task. Attainment Targets are equally important and inseparable.

The 24 Dispositions

Key Stage One and Two work links in to the 24 dispositions from the 2007 syllabus (see appendix). The dispositions are clustered together to reflect links between them. Work is focused each half term on one of the six clusters, agreed by staff collectively. The clusters are

- Choice
- Creativity
- Community
- Compassion
- Commitment
- Contemplation

Foundation Stage

The Foundation Stage children work within the EYFS. They concentrate on moral and social skills rather than addressing specific religious content. All opportunities are used for celebrating major festivals and other occasions for example weddings. This links to the curriculum area Understanding the World. Places of Worship visits take place at appropriate times to enhance the learning through first hand experiences.

Key Stage One and Two

RE is taught weekly as a discrete subject. The cluster of dispositions informs planning. Content is progressive to suit the ability of the children. Themes are introduced through stories, artefacts, DVD clips, moral dilemmas and the exploration of similarities and differences of faiths and practises.

It is important that Deaf children experience the world first hand. This enables them to open their eyes to the awe and wonder around them. Places of Worship visits (see Places Of Worship Policy) and the handling of artefacts play an important role in this. These experiences extend the opportunity for the development of understanding and respect.

Children are encouraged to discuss what they have seen or experienced. They can share personal experiences with each other, which enables them to develop their own opinions and beliefs. The children are encouraged to value all faiths and cultures. They are required to use skills from all areas of the curriculum in order to reflect, recall, interpret and discuss a range of issues.

Right To Withdraw

All children take part in RE lessons unless their parents request they are withdrawn. Staff have the right to withdraw also.

Assessment and recording

Assessments are made of children`s work by making informal judgements as they are observed in class. Personal responses are drawn from discussions, questioning, listening to conversations and recorded work.

RE Resources

We have developed a collection of resources in school. These are sufficient currently, but they are augmented by the use of resources, pictures, etc from other areas of the curriculum, for example geography, science.

The policy will be updated May 2018