



Religious Education Policy Ysgol Llandygai

Statement

Religious Education differs from the other foundation subjects, as it is not part of the NC, but as a statutory subject, has an equal status with NC subjects. The contents of the RE is set by the Agreed Syllabus, a document locally authorized through SACRE (Standing Advisory Council for Religious Education). We act as a Church school with the values relevant to the historical status.

Objective

Ensure that Religious Education is an integral part of the whole school's ethos and spirit that nurtures learners interest in and sense of wonder towards the world and the human experience. Our objective is to highlight those values through cross-curricular opportunities.

Overall Aims

- Develop their skills, knowledge and understanding of Christianity and the other main religions.
- Nurture pupils ability to ask and explore deep questions related to their personal experiences, religion and life in general.
- Consider, appreciate, respect and empathise with other's viewpoints.
- Develop spiritually, morally, culturally and mentally.
- Understand and appreciate the role and influence of religion locally, nationally and globally.

RE not only focusses on knowledge and understanding (learning about religion) but also encourages pupils to develop their beliefs and views (learn from religion). Both of these are important aspects in a well-balanced RE programme.

Specific Aims

- Develop skills and information gathering that assists learners to think creatively about fundamental religious and moral questions and share ideas through discussion.
- Nurture information about religion (s) and encourage learners to recognize the importance of religion in people's lives.
- Develop tolerance and respect and nurture responsible attitudes in a local and global community.
- Explore spiritual and moral dimensions when seeking meaning and purpose through providing opportunities for pupils to express a view and discuss viewpoints.

- Express feelings and views and identify how actions can affect others through a campaign such as Fair Trade.
- Recognize that people's views vary.
- Reflect on perspectives of life.

RE at the Foundation Phase

Within the Foundation Phase, pupils will show curiosity and of course will ask questions about life and the world around them. The children will take an interest in themselves, their families, and the wonders of the world. This interest will directly involved their spiritual, moral and cultural development that can be nurtured through experiences that are linked to people, faiths and questions. This natural interest and enthusiasm implies that children. During the Foundation Phase, will require skills, knowledge and understanding that provides the essential foundations for RE at KS2.

Through practical, integrated activities that maintain the pupils interest, they can learn more about themselves, others and the world around them and develop an understanding of their enriching cultural and religious heritage in Wales. Knowledge of their heritage and traditions (through stories and role play), enables them to acquire a greater self-understanding, and assist them to develop a grasp of others views, that also develops respect and responsible attitudes. Through play, children develop their ideas, opinion and feelings with imagination, creativity and sensitivity that can assist to colour their view of the world, their hopes and dreams. Through expressing their feelings and views, they can identify how their actions can affect others, recognize that others viewpoints differ from theirs and reflect on their perspectives on life, and adapt them as appropriate.

RE at Key Stage 2

At KS2, RE nurtures learners interest and global sense of wonder and the human and spiritual experience. This motivates them to ask and explore deep questions related to their personal experiences religion and life in general, thus building on the skills, knowledge and understanding gained during the Foundation Phase. Through practical stimulating activities and exploring religion in their community in Wales, in Britain and in the wider world, learners develop skills and gather information that will assist them to think creatively about basic religious and moral questions and share ideas through discussion.

Knowledge about religion (s) and recognizing the importance of religion in people's lives assist tolerance and respect, and should help to nurture responsible attitudes in the local and global community. The pupils will interpret this in the wake of historical Christian values.

Through active involvement, the learners explore spiritual and moral dimensions to assist them to seek meaning and purpose. The learners express personal feelings and

opinion, recognize how others can be impacted by their actions, recognize that other people's viewpoints differ from theirs on life, and make adjustments where appropriate.

Cross-curricular skills

Thinking Development

Learners develop cross-curricular thinking through the **planning, development** and **reflection** processes. In **RE**, learners develop thinking and reflection skills through various opportunities, using their senses for self-expression. The learners ask fundamental questions that arise through human experience, the world and aspects of religion. They explore and make contacts between the faiths, doctrines and religious practices studied. They plan investigations through gathering and using a range of religious and non-religious sources and use them to appraise and justify their personal responses. They use various critical and creative problem-solving techniques to develop ideas and explore and challenge interpretations, assumptions and possibilities.

Develop communication

The learners develop their communication skills cross-curricularly through the **oracy, reading, writing** and broader communication skills through prayer.

In **RE**, the learners develop broader oracy, reading, writing and communication skills through various activities. The learners ask questions, transfer ideas and express their feelings and views using various forms as appropriate for the audience and the activity's purpose. They attentively listen to others, noting strengths and shortcomings of views or trail of reasoning. They use various reading/writing strategies depending on the investigation or activity in question and show increasing grasp of religious/symbolic language with greater awareness of the various possible interpretations.

Develop ITC

The learners develop their ITC skills cross-curricularly through **discovering, developing, creating and presenting knowledge and ideas** and by using a broad range of equipment and software. In **RE**, the learners use ITC: to communicate and share information (using, e.g. e-mail and PowerPoint); to present information in various formats using word processing and graphics; to discover and develop information on the Internet and other sources including CD-ROMs, etc; to assist verbal presentations and create ideas and strategies to improve the effect of their work.

Numeracy Development

The learners develop their cross-curricular numeracy skills through **using mathematical knowledge, calculation, and interpreting and presenting conclusions**. In **Religious Education**, the learners develop number skills throughout the fields through cross-curricular opportunities.

Y Cwricwlwm Cymreig

Religious Education contributes towards the Cwricwlwm Cymreig through enabling the learners to appreciate the significance, value and effect of an enriching Christian heritage and Wales dynamic multi-faith composition in the past and present. Through using a range of motivating resources from the community, the learners are challenged to ask fundamental questions about the meaning and purpose of life and the significance and impact of religious thinking on 21stC society. Such insight supports social cohesion, cultural/religious awareness and co-operation within the individual society and communities.

RE contributes towards Wales, Europe and the World through asking challenging questions from religious and non-religious perspectives; questions related to making political decisions, abuse and justice, freedom and social responsibility, human rights matters, economic prosperity and Wales responsibility for its citizens and those in other parts of the world, and its relationship with them. RE assists learners to develop positive attitudes to assist them to deal with challenging moral and religious matters sensitively, providing a common ground for collaboration and exploring values and beliefs that are common to Wales, Europe and the World.

Access and Equal Opportunities

Learners Rights

Schools in Wales should ensure that all learners are committed as full members of their school community, and have access to the broader curriculum and all school activities, working alongside their peers where possible. The school should teach all programmes of study and frameworks in a manner that is in line with learners maturity and ability that is still developing. It should also be ensured that learners can fully utilize their preferred method of communication to gain access to the curriculum. To enhance their learning, learners should experience a diversity of learning and teaching styles. So as to enable every learner to utilize relevant skills, knowledge and understanding at all levels, schools can use contents of key or previous key stage periods within the curriculum. Schools should use materials in a manner that is age-appropriate, to the learners previous experience, understanding and attainment, to instil their interest in the learning process.

For learners who work at a level below the expected at any key stage, schools should use the learners requirements as a starting point and adapt programmes of study to meet those needs. The curriculum is sufficiently flexible to meet learners needs without having to disapply. In exceptional cases, individual learners can be disapplied for a temporary period, as a rule. However, there should be no disapplication of groups or on a large scale.

If the entire programmes of study cannot be dealt with for all key stages, the statutory requirement can be met to provide a broad and balanced curriculum through selecting specific subjects/themes of the curriculum as learning contexts.

For more able and talented learners who work at higher levels, schools should set them a greater challenge through using materials in a manner that enhances breadth and depth of study and opportunities for independent learning. A greater challenge can also

be set through developing and applying thinking, and cross-curricular communication, ITC and numeracy skills.

Schools should select material that:

- provides a meaningful and relevant curriculum that motivates their learners.
- meet their learners specific needs and promotes their general development.

Learners of all ability should have access to appropriate assessment and accreditation.

Personal and Social Education.

Religious Education contributes towards personal and social education through exploring the spiritual, moral, social and cultural dimensions and the historical values. The learners develop a grasp of the world's religions, developing respect towards them as well. They explore how religion impacts the decisions made, and the life-style adopted by individuals and communities in various cultures around the world. The learners focus on the desire of many religions to nurture values and aspirations such as equal status, justice, responsibility, peace and morality through social action, sustainability and global citizenship. The learners are also encouraged to question values and aspirations in their own lives, those of others and the community.

Policy Adopted: Spring 2012

Chair: Dr Einir Young Headteacher: C Hughes

Diwygwyd / *Amended*: Haf 2016 / Summer 2016
Cadeirydd / *Chair of Governors*: Rev John Matthews

Pennaeth / *Headteacher*: Mr Elfed Morgan Morris

Reviewed: Spring 2017

Chair: Rev John Matthews

Headteacher: Mr Elfed Morgan Morris