RE
POLICY

Longford Park School

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Longford Park RE Policy

The aims of Religious Education at Longford Park

Religious education at Longford Park should actively promote the values of truth, justice, respect for all and care of the environment. It should place particular emphasis on:

- Pupils valuing themselves and others
- The role of family and the community in religious belief and activity
- The celebration of diversity in society through understanding similarities and differences
- Sustainable development of the earth
- Recognition of the influence of religion in the local, national and global community

Legal requirements

The legal requirements for Religious Education in maintained schools are set out in full detail in the Government Guidance 2013. It must be taught according to a locally agreed syllabus. Trafford’s Agreed Syllabus is fully in line with its requirements.

Parents have the right to withdraw their child/children from RE lessons. However, this must be requested in writing to the Headteacher. Written permission needs to be requested and updated annually. In practice, discussion between the parents and the schools usually resolves any issues of withdrawal.

For further details on these rights, see the Education Act of 1996 and the School Standards and Framework Act of 1998.

Time allocation for RE in the curriculum

It has always been recognised in law that RE should have equal standing in relation to core and foundation subjects, therefore “reasonable time” should be available on the timetable.

At Longford Park school due to the nature of the children who attend, there is a necessity for adapting the curriculum to meet their individual needs. To personalise these programmes the teachers deliver RE in three ways; as independent lessons, via a cross curricular approach based on a particular theme or through a specific week devoted to RE covering age related topic. Assemblies on Monday have a related RE topic each week.

Attitudes in RE

While the knowledge, skills and understanding of Religious Education are central, it is vital that Religious Education should encourage pupils to develop positive attitudes to their learning and to the beliefs and value of other people. The Longford Park policy agrees with the National Framework that the following four attitudes are essential for good learning in Religious Education, and should be systematically developed at each stage or age:
1. **Self awareness**

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people

2. **Respect for all**

- Developing skills of listening and a willingness to learn from others, even when others’ views are different from their own
- Being ready to value difference and diversity for the common good
- Appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings, ideas and beliefs of others

3. **Open-mindedness**

- Being willing to learn and gain new understanding
- Engaging in debate or disagreeing reasonably and respectfully, without belittling or abusing others
- Being willing to go beyond surface impressions and challenge misconceptions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

4. **Appreciation and wonder**

- Developing their imagination and curiosity
- Recognising that knowledge is bounded by mystery
- Appreciating the sense of wonder at the world in which they live
- Developing their capacity to respond to questions of meaning and purpose