

Religious Education Guidelines

These guidelines are in addition to the Teaching and Learning guidelines of which all curriculum areas follow.

Roles and Responsibilities

RE is a foundation subject with its own coordinator, budget and school development plan. The coordinator is responsible for the day-to-day implementation of the policy and scheme of work. The school's senior management team and governing body are responsible for monitoring the quality and effectiveness of RE.

Content of Scheme of Work

SOW content is mindful of:

1. **The legal requirement** that "syllabuses shall reflect the fact that the religious traditions in GB are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in GB." (1988 ERA)
2. The need to have a balance in all schemes of work between **explicit** RE (i.e. AT1 'Teaching about') and **implicit** RE (i.e. AT2, 'Teaching from')
3. The need to teach the statutory '**Core Content**' at each key stage

The Governors at St Margaret's CofE Primary School decided that other religions and issues referring to people of no faith will be taught only in Key Stage 2.

The following religions will be drawn upon in each year.

Foundation Stage, Year 1 and Year 2 – Christianity

Year 3 – Christianity, Hinduism and Sikhism

Year 4 – Christianity and Judaism

Year 5 – Christianity and Islam

Year 6 – Christianity, Judaism, Hinduism, Sikhism and Islam

Time Requirements

RE should be allocated a minimum of 5% curriculum time

i.e. 36 hours per year at KS1 or 55 minutes a week.

45 hours per year at KS2 or 70 minutes a week.

(Figures taken from QCA guidance 2000)

Cross Curriculum Links

Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. RE can be linked with other subjects and because St Margaret's is a church school, with a distinct Christian ethos is permeates throughout everyday practices. Liaison between year groups and key stages is essential. We recognise that maintaining high standards in RE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning.