

KILLERMONT PRIMARY



RELIGIOUS & MORAL EDUCATION 5-14 POLICY

December 2007

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1. Introduction

Religious and Moral Education deals with the development of the person in relation to self-awareness, relationships with others, and the realm of beliefs, values and practices which go to make up a religious outlook on life.

Religious and Moral Education is part of the core curriculum and Killermont Primary School endorses the National Guidelines for Religious & Moral Education 5-14 through this policy and its practice.

2. Rationale & Aims

2.1 *Rationale*

Religion education:

- makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, secure values, attitudes and practices;
- is concerned with the mental and emotional spiritual growth of the pupil;
- encourages pupils to become aware of a wide range of religious interpretations;
- fosters attitudes of open enquiry and awareness of prejudice, tolerance and racism. Religious Education helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religious beliefs and practices, and the implications or moral issues.

2.2 *Aims*

The aims of Religious and Moral Education are to help pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- appreciate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

3. Outcomes

3.1 *Time Allocation*

The time allocation for Religious and Moral Education, Personal and Social Development and Health is 15%. This time allocation is in line with National Guidelines and includes time for Assemblies.

However, at the time of writing the policy, a national curriculum review is being carried out and we are awaiting further advice from A Curriculum For Excellence.

Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents/guardians may withdraw their children from religious education. The school hopes that all children will take part in Religious Education but if parents/guardians wish to exercise their right of withdrawal contact should be made with the school.

3.2 Learning and Teaching Approaches

Religious education has an important contribution to make to the overall education of the pupil. As with all other curricular areas, religious education helps to develop knowledge and understanding, and skills such as reading, writing, listening, information gathering, talking etc. All of these take place within a number of different contexts. Good practice in religious education involves the use of a variety of approaches including individual work, group work and, where appropriate, whole class teaching. The use of artwork, written activities, talk, role play, music and other areas contributes meaningfully to the development of good religious education.

When planning the delivery of an effective learning and teaching programme in religious education, it is essential to consider the following:

- the use of a variety of methods and learning styles is as appropriate in religious education as it is in other curricular areas;
- if effective learning is to occur in religious education, it is essential that pupils are actively engaged with material;
- where possible, pupils should be given opportunities to engage in first hand experience of religion through contact with people, places and artefacts;
- differentiation can be seen in a variety of ways – through different outcomes, resources, tasks, etc. and is therefore as important in religious education as in all other curricular areas;
- if the curriculum in religious education is to be as effective as possible, there must be clear procedures for monitoring and evaluation. These should be seen as additional to the planning of the curriculum, but an integral part of it.

(Please refer to Learning and Teaching Policy)

3.3 Pupils with Additional Support Needs

All pupils, including those with additional support needs, are entitled to participate in, and benefit from, a broad, balanced curriculum, including the full range of experiences offered by religious education.

(Please refer to the Additional Support For Learning Policy)

3.4 Assessment/3.5 Recording and Reporting

As with all other areas of the curriculum, religious education will be assessed, recorded and reported. Assessment is of content, skills, knowledge and understanding. Staff should be able to comment on a child's understanding of the content and concepts within a teaching block. Assessment is not concerned with monitoring or evaluating commitment to faith.

(Please refer to the Assessment & Recording Policy)

3.6 Nursery/Primary/Secondary Transition

Collaboration and communication are essential elements to ensure progression in knowledge and skills that takes account of prior learning and makes effective use of the knowledge of each child as a learner.

3.7 ICT

ICT will play a role in the delivery of the Religious and Moral Education curriculum by motivating learners, supporting different kinds of learning and as a writing tool.

(See Information Technology 5-14 Guidelines)

3.8 Staff Development

This Religious and Moral Education Policy and its implementation will be discussed with staff during time set aside at staff meetings or inservice days. All members of staff will have access to advice and staff development as necessary, within the resources available.

3.9 Early Intervention

Please refer to Early Intervention Policy.

4. Roles and Responsibilities

4.1 Management

It is the responsibility of the Head Teacher to ensure that provision should be made for the co-ordination and management of religious education and for staff development needs.

4.2 Teachers

There is no right of withdrawal from religious education for staff. The teacher's role is vital in implementing a policy on religious education. Successful religious education requires teachers to adopt the same professional approach as would be applied to all other areas of the curriculum.

4.3 Parents/Carers

Under the terms of the Education (Scotland) Act 1980, parents/carers may withdraw their children from Religious and Moral Education. Although this right remains, Religious and Moral Education with its aims of helping pupils to understand the nature of religion and encouraging them to seek their own understanding of the religious dimension of life, should make it less necessary for parents/carers to exercise their right of withdrawal.

4.4 Pupils

Pupils will be encouraged both to learn about and learn from a variety of beliefs and traditions to help them examine and develop their own views.

5. Resources

A school programme has been devised using the 5-14 Religious and Moral Education attainment outcomes.

Each class covers a topic from Christianity, Hinduism and Islam. At some stages of the school additional topics are included on Judaism and Sikhism.

6. Monitoring and Evaluation Arrangements

The draft policy was reviewed in Dec 2007 and will continue to be monitored and evaluated by staff.

A future review of the policy is planned for session 2011-2012.