

Religious Policy

Battlefield Primary School

Following a ministerial request to review the 1993 Guidelines for Environmental Studies 5-14, it was decided to remove ICT and Health Education from the Environmental Studies guidelines and include them with RME. The components of RME now include Religious Education, Religious Observance, Personal and Social Education.

“Religious Education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of human growth enabling the individual to explore question concerning the meaning of life and the value of the individual in relation to that which is beyond man”.

“Moral Education is the process whereby a person develops responsible attitudes towards others and skills of moral judgement about what is considered right and wrong”.

Religious and Moral education is a part of the curriculum to help the children develop these areas of thinking.

Religious Education Policy

Glasgow has become a city of diverse religious beliefs. Our children are part of this community. RME makes an important contribution to this in relation to religious beliefs, values and practices, self-awareness and relationships.

In order to support this Battlefield Primary School has selected: –

Christianity, Islam and Judaism as the three world religions to be studied with aspects of Personal Search built into every topic in the school.

Aims:

Religious Education should encourage pupils in our school to begin to:

- Develop knowledge and understanding of Christianity, Islam and Judaism and to recognise that religion is an important expression of human experience.
- Explore, clarify and demonstrate moral values such as honesty, fairness, forgiveness, concern for others and compassion.
- Investigate and come to an understanding about the questions and answers that religions can offer about the nature and meaning of life.
- Develop positive and respectful attitudes, beliefs and moral values.

Time Allocation

Current Time allocation recommended for RME is 15%. In Battlefield Primary this will include RE lessons, Health and PSE lessons, Citizenship lessons whole school Religious Observance assemblies and whole school themed assemblies.

We have developed a systematic RE Year planner which takes account of composite classes at all stages and should be the basis for topic planning.

Teaching and Learning

The approach will be topic based and topics will concentrate on particular aspects of the religion being studied. The children should be helped to build knowledge and understanding of main features of the religions.

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 contribute meaningfully to the development of good religious education.

Resources

- Topic packs are available for each topic using a wide range and type of artefacts, books and other resources. They are stored in the Resource Room 9. Other books to

augment the topics are also available. Artefacts should be used in the classroom and the children should be encouraged to treat these respectfully.

- Visits to places of worship for each of the religions should take place. Classes will make these visits in line with the school programme.
- When possible, visits by members of the faith community should be organised and this will allow the children to hear about the beliefs and practices directly from a believer.

The Role of the Chaplains

The school chaplain, Rev. David Mclachlan, can be consulted and will offer support for topics and festivals on Christianity. He will also be available to make direct input either in class or during a visit to the church.

Assessment/Record Keeping

The programme will be monitored by means of the Forward Plans. Children will have a topic folder containing:

- Examples of pupil's work
- Assessment sheets

Evaluation of each topic should be included within the Forward Plan.

Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents and guardians may withdraw their children from religious education/religious observance.

If after discussion, the parent/guardian still requires withdrawal from these assemblies and services their decisions must be respected.

The school will make arrangements for the withdrawal of the pupil, providing adult supervision and engaging the pupil in meaningful and interesting work/activity or in their own personal search.

Assemblies

The school will make use of assemblies to allow children to come together as a school community to:

- promote the ethos of the school and celebrate its shared values
- to develop the children's understanding of religious practices
- to provide opportunities for children to share together and to respond to the concerns and experiences of life
- to provide opportunities for children to share what they have learned in the course of their school work and in particular in the areas of RME
- to provide opportunities for individual children to reflect on spiritual and moral manners

Within all schools there exists a broad spectrum of religious and non-religious belief. In religious observance, as a school we will respect the different beliefs of pupils, teachers and parents.

Additional Needs and Equal Opportunities

Special Needs

It is the ethos of our school that all pupils, including those with additional educational needs, are entitled to participate in, and benefit from, a broad, balanced curriculum, including the full range of experiences offered by religious education.

Equal Opportunities

We will ensure that all pupils, irrespective of belief, race, culture, class, gender and disability, are provided with an education that allows them to develop their potential.

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