

Redmile Church of England Primary School



Religious Education (RE) Policy

1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Redmile C of E Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

1.2 The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

1.3 Skills to be developed in Religious Education

Our teaching aims to develop an enquiring mind and as such these skills are cumulative across the key stages and include:

- Investigation
- Interpretation
- Analysis and Evaluation
- Synthesis
- Application
- Expression
- Empathy

Diocesan Guidelines for Religious Education 2011: What are the essentials for learning and life: Personal Learning and Thinking Skills (PLTS) in a church school?

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Personal learning and thinking skills	Key skills in Religious Education
<ul style="list-style-type: none">• independent enquirers• creative thinkers• team workers• self-managers• effective participators• reflective learners.	<p>identify questions and define enquiries, using a range of methods, media and resources</p> <p>carry out and develop enquiries by gathering, comparing, interpreting and analyzing a range of information, ideas and viewpoints</p> <p>present findings, suggest interpretations, express ideas and feelings and develop arguments</p> <p>use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives</p>

1.4 Attitudes to be developed in Religious education

See pg 22 in Harmony & Diversity

We aim to encourage and develop the key attitudes including:

- Curiosity & wonder
- Commitment
- Fairness
- Respect
- Self-understanding
- Open-mindedness
- Critical mindedness
- Enquiry

2 The legal position of religious education

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- 2.1** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Leicestershire LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 Approaches to the teaching of RE

In order to make religious education a lively, active subject we employ a variety of teaching methods through discussions, recording, active participation, outside visitors, trips, art, music, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

We use as a basis for our planning the Leicester City Syllabus Harmony & Diversity that supports the locally agreed syllabus and resources from the Diocese.

In accordance with the structure of the National non-statutory Framework for RE we have agreed that for the following academic year (2013-2014):

KS 1 pupils will study Christianity as the principal focus and Hinduism as the major focus

KS 2 pupils will study Christianity as the principal focus and Hinduism as the major focus and Judaism as the minor focus.

Teaching and learning style

- 3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Christmas, Harvest, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

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- 3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.
- 3.4 We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - grouping the children by ability in the room and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children.

4 Curriculum planning in religious education

- 4.1 The Diocesan Board of Education recommend that schools use their **locally agreed syllabus** for RE as required by **law**, but **use 'Harmony and Diversity'** the City of Leicester Agreed Syllabus for RE as the **basis of their planning for RE with the additional Diocesan units** of work to address the particular significance of Christianity in the distinctive life of a church school. Redmile CE Primary School have agreed to follow this advice. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education topics in conjunction with our cross-curricular approach to learning and teaching.
- 4.3 Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have mixed-age classes, we normally carry out the medium-term planning on a two/three-year rotation cycle, although we are currently revising our planning to reflect the needs and interests of our pupils so our current approach is to plan for this academic year only. This will also reflect the new Diocesan syllabus which we are introducing this year.
- 4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson using 'Diversity and Harmony' as a guide. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

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- 4.5 The time allocation of RE will equate to:
5% of curriculum time
36 hours for Key Stage 1
45 hours for Key stage 2

This may be timetabled on a weekly basis or blocked during themed activities.

5 Foundation Stage

5.1 We teach religious education to all children in the school, including those in the reception class.

5.2 While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. In our reception class, religious education is an integral part of the topic work covered during the year.

6 Contribution of religious education to the teaching of other subjects

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

6.2 Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

6.3 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.4 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7 Teaching religious education to children with special educational needs

- 7.1** At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.
- 7.4** We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

In line with the school policy on assessment and monitoring a range of methods will be used.

The learning intentions are shared with the children and regularly throughout each unit of work tasks are set which are linked to the learning intentions. These tasks take a variety of styles, for example:

- Creative work
- Drama
- Writing
- Mind mapping

The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work.

- 8.1** We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment grades, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

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8.2 We have recently agreed to trial a new APP assessment grid which is currently being used by all teachers who deliver RE lessons.

8.3 The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

9 Resources

9.1 We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

10 Monitoring and review

10.1 The RE subject leader and link governor is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

11 Areas for development

- To monitor the development of 'Diversity and Harmony' across the school
- To evaluate learning and teaching during the summer term in readiness for curriculum planning for the next academic year
- To evaluate the effectiveness and purposefulness of the APP grids
- To work with the Diocese in readiness for SIAMS and the new National Curriculum

N Copeland Spring 2013