

Clutton Primary School



Religious Education (RE) Policy

Rationale

R.E. is a statutory subject of the School Curriculum and schools are required to teach religion to all key stages. It will be taught in accordance with the County Agreed syllabus, Awareness, Mystery and Value

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Religion is part of life and part of being human. At Clutton Primary School we develop the children's understanding of the part religion plays in their lives. We extend their knowledge and understanding of the major world faiths, and we address the fundamental questions in life. 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 about religion as well as from religion and relate it to their own experience as human beings and individuals. Consequently R.E. enables children to become increasingly aware of a sense of mystery and thus discover their inner spiritual dimension of experience.

Aims

The aims and purposes of R.E 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; studying the founders religious movements, religious language and ideas, sacred books and institutions

develop an understanding of what it means to be committed to a religious tradition and to take religion seriously.

be able to reflect on their own experiences and to develop a personal response to the fundamental questions of human existence and values.

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 and reflect thoughtfully about their own attitudes towards religion.

Develop respect for other peoples' views, beliefs and values and to celebrate the diversity in society.

Create opportunities to reflect and respond to experiences through creative arts, questioning, drama etc

Develop their own beliefs and values and a pattern of behaviour which is consistent to these.

Thus, R.E. has a vital role to play in the Spiritual, Moral, Social and Cultural development of our children at Clutton Primary School and supports and reinforces the ethos of this school.

School Curriculum

Our school curriculum for religious education meets the requirements of the 199d Education Act stipulates that religious education is provided for all children, in primary education. 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 headteacher. 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 county's agreed syllabus- Awareness, Mystery and Value 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.

Desired Outcomes:

A scheme of work which;

Ensures continuity and progression across each Key Stage

Ensures breadth and balance between Christianity and other major world faiths and implicit and explicit aspects of R.E.

Is relevant to the age and experience of the children with appropriate differentiation in order to meet the needs of all.

Motivates and stimulates both teachers and children.

Reflects the aims and purposes of R.E. at this school

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.

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, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

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.

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.

Planning & Assessment

We plan our religious education curriculum in accordance with the LEA's Agreed Syllabus. 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.

We carry out the curriculum planning in religious education following the long term plan. 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 other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

Long/Medium/Short term Planning

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 some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have coverage of the Agreed Syllabus but do not have to repeat topics.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

We teach religious education to all children in the school, including those in the reception class. individual plans and discusses them on an informal basis with the RE subject leader when requested.

Cross Curricular Links

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.

Information and communication technology (ICT)

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

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.

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.

Teaching Methods

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 learning and progress against expected levels.

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.

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.

Marking

See feedback policy

Reporting

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 in our mark books, 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.

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.

Equal Opportunities

See equal opportunities policy

Homework

See homework policy

Health & Safety

See health and safety policy

Role of coordinator

To demonstrate good practice in the teaching of R.E.

To support colleagues and monitoring the standards of the children's work and the quality of the teaching in religious education. They are 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.

SEN/Gifted & Talented Pupils

Monitoring & Review

This policy will be reviewed every two years

H Morris, A Ferris Coordinators November 2014

Review: November 2016