

## RELIGIOUS EDUCATION POLICY

### INTRODUCTION

The federation in accordance with the 1988 Education Reform Act teaches RE to all pupils according to the legal requirements of a Controlled School with reference to the School Trust Deed and in line with the Diocesan guidelines following Programmes of Study detailed in the North Yorkshire Agreed Syllabus.

We do not seek to urge religious beliefs on children nor compromise the integrity of their own beliefs. However, as a Church of England School, we believe that the Christian attitudes, values and traditions should be clear, not only in our RE lessons, but in the everyday running of the school.

### Aims & purposes

Religious Education is concerned to help pupils develop open, sensitive, reflective and critical approaches to understanding humankind's varied religions and beliefs, exploring practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

*This aim has 5 equal parts to it:*

- Acquire and develop knowledge and understanding of Christianity and the other principal religions and beliefs represented in the UK and globally.
- Enhance their spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs and reflecting on their own beliefs values and experiences.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in the UK

### The value and importance of RE

Good RE gives our children and young people opportunities to explore the biggest questions of human life in the light of religious, philosophical and spiritual ideas. Learners make connections between religions, beliefs and the experiences that all humans share. RE develops clear, broad and deep thinking about religions and beliefs.

- RE provokes pupils to consider challenging questions about possible meanings of life, beliefs issues of right and wrong, and what it means to be human.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- RE offers opportunities to all pupils for personal reflection and spiritual and moral development.
- RE enhances pupils, awareness and understanding of the positive and negative influences of religion on individuals, families, communities and cultures.
- RE encourages pupils to explore their own beliefs and questions of meaning as they learn from different religions, beliefs, values and traditions.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, RE promotes discernment and enables pupils to combat prejudice.

### **Breadth of study and key areas of learning**

During **foundation stage** the children will develop a growing sense of their awareness of self, own community and their place within this.

During the Foundation stage the children should have the opportunity to:

- Reflect on the awe and wonder of the natural world around them.
- Ask questions that are philosophically challenging and to have them taken seriously.
- Reflect on the need to develop positive, respectful relationship with their peers and adults.
- Explore their own feelings and emotions and develop empathy for others.
- To have opportunity to talk about and reflect on events, times and places that are important to them, their peers and their community.
- Listen to and talk about stories from a number of different faiths.
- Develop a sense of belonging and with it an awareness of personal responsibility.

During **key stage 1** two religions will be studied, Christianity and Islam. Pupils may also learn from other religions and beliefs in thematic units.

The fields of enquiry should be addressed through the following themes, by helping children to think about questions to do with:

- Story: how and why are some stories special or sacred? What makes these stories important in religion?
- Myself: who I am? What makes me unique as a person in a family and community?
- Belonging: where do people belong? How do we belong? Why is belonging important?

- Leaders and teachers: what can we learn from figures who have an influence on others locally, nationally and globally in religion and beliefs?
- Celebrations: how and why are celebrations important in religion?
- Symbols: how and why do symbols express religious meaning?
- Believing: what do different people believe about God, humanity and the natural world?

At **key stage 2** three religions will be studied, Christianity, Islam & Judaism. Pupils may learn from other religions and beliefs in thematic units.

The fields of enquiry should be addressed through the following themes, by raising and addressing key questions:

- Beliefs and questions: How do the beliefs of religious and non-religious people about God, the world and others make a difference to their lives?
- Teachings and authority: What do sacred texts and other sources say about God, the world and human life?
- Worship, pilgrimage and sacred places: Where, how and why do different people worship, including at particular sites?
- The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death?
- Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways?
- Inspirational people: Who is an inspiring figure? What impact do inspiring people have on us and on the wider world?
- Religion and the individual: What is expected of a person in following a religion or belief?
- Religion, family and community: How do religious families and communities practise their faith? What contributions does this make to local life in North Yorkshire?
- Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

### **Time allocated to RE**

For 5-7 year olds: 36 hours per year (e.g. 50 minutes a week, or an RE week each term)

For 7-11 year olds: 45 hours per year (e.g. an hour a week, a series of RE days)

### **Attainment targets**

The two attainment targets are sometimes distinct in planning, but often interwoven in good teaching and learning. Good RE planning makes opportunities for both attainment targets to be available to all pupils in a 50/50 balance.

#### **AT1 Learning about religion and belief.**

This includes building up knowledge and understanding of religions and beliefs. It includes investigating, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

The three strands for AT1 are:

- knowledge and understanding of religious beliefs, teachings and sources;
- knowledge and understanding of religious practices and lifestyles;
- knowledge and understanding of ways of expressing meaning.

### **AT2 Learning from religion and belief.**

This includes building up investigative, reasoning and evaluation skills. Which includes engaging with, reflecting on and responding to questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific beliefs and religions studied.

The three strands for AT2 are:

- skills of asking and responding to questions of identity, diversity and belonging;
- skills of asking and responding to questions of meaning, purpose and truth;
- skills of asking and responding to questions of values and commitment.

### **Enquiry in RE:**

Pupils develop curiosity, raise questions of their own, gather information, and develop knowledge and understanding (AT1). They connect with religious material for themselves increasingly deeply, enquiring into and reflecting on questions responding in increasingly insightful ways to religious and spiritual issues. (AT2)

## **ASSESSMENT AND TARGET SETTING**

Work is assessed in line with the Assessment Policy.

Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, pupil consultation, comparing draft and final versions of a piece of writing, work selected for portfolios, self-assessment, formal assessment etc. This evidence helps to inform the teacher at what level the individual child is working at. Judgements are made against the development of skills.

## **ASSESSMENT FOR LEARNING**

Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of Religious Education. Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Learning intentions, separated from the context for learning is shared in each lesson, together with reference to learning to learn skills where appropriate. Children understand where the learning intention for each lesson fits into the 'big' picture of the learning journey.

Product success criteria is given or generated within lessons as an aide memoir for learners as a tool to facilitate pupil/peer and teacher evaluation and feedback.

Teachers use higher order question skills (such as Bloom's Taxonomy) to enhance thinking skills.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

## PLANNING

We plan for progression and continuity in Religious Education by:

- Producing medium term themed plans which include provision for the teaching of RE.
- Regular monitoring/reviewing/revising of medium term plans takes place. This is led by members of the SMT and the RE Subject Leader.

## DIFFERENTIATION

Religious Education is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able.

## Teaching and Learning

RE is an exciting, stimulating subject, which will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability, previous experience and dominant learning styles.

Where possible children will learn through exploring and experiencing	Children will be given the opportunity to reflect on religion through	Children will be encouraged to record their experiences through
<ul style="list-style-type: none"> <li>• places of worship</li> <li>• meeting and talking to visitors</li> <li>• handling artefacts, painting, writing</li> <li>• research</li> <li>• class, individual and group teaching</li> </ul>	<ul style="list-style-type: none"> <li>• exploring and expressing personal values</li> <li>• experiencing stillness</li> <li>• evaluating their experiences/discoveries</li> <li>• confidently and sensitively expressing ideas</li> <li>• developing appropriate responses to other people's beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• drama, mime, role play</li> <li>• dance, music</li> <li>• art, DT, ICT</li> <li>• written and oral work</li> <li>• presentation and displays of work</li> </ul>

## Learning across the Curriculum

RE has a valuable contribution to make to develop key skills, especially:

- Communication
- Application of Number
- ICT
- Problem solving
- Working with others
- Improving their own learning and performance

And thinking skills such as:

- Analytical reasoning skills
- Explorative enquiry skills
- Information processing skills
- Creative thinking skills
- Evaluation skills
- Reflective skills

Other key aspects of the whole curriculum that RE supports are:

RE makes an important contribution to children's *spiritual, moral, social and cultural development* and also their *personal and social development* and their learning in *health, citizenship and global education*.

- *Financial capability* - exploring issues of value, basic human rights, and responsibility for the care of others, voluntary organisations, giving to charities.
- *Enterprise education* - analysing the beliefs and values, which lie behind individual and community actions on behalf of self and others.
- *Education for sustainable development* - exploration and understanding of religious and non-religious beliefs about the origin and value of life; the impact of these on how human beings understand the significance of the world and of themselves; how this is shown in the ways individuals and communities treat each other and the environment and use the world's resources.

## **Resources**

Pupils will have access to a range of resources including

- Artefacts
- Visitors to school
- Planned visits to places of worship/religious interest
- Published materials/library
- Computers, Internet and other ICT based resources
- Visual and auditory materials

## **INCLUSION (SEN, G&T, EAL):**

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

Work is diversified and differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats.

Written materials are accessible to all and appropriate use is made of support staff and other adults.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Please see the school policies on Special Educational Needs.

The SENCO is Georgina Wray. Teacher observation and diagnosis, continuous assessment, test, Sat results and parental concern all contribute to a decision being taken to place a child on the Special Educational Needs Register. Provision mapping is kept up to date by the SENCO and indicates what level or wave of support children are receiving. External agencies are contacted as appropriate for advice and support. In some cases, additional school or class based help is available following the production of a Statement of Special Educational Needs. Class teachers with the SENCO produce provision maps and supplementary learning resources are available in school or from the school support services. Wherever possible, children remain in the mainstream class.

Very able pupils are catered for within the classroom using resources from the school, LEA, or in exceptional circumstances local Secondary schools/LEA will be contacted.

### **Risk Assessment**

Risk assessment is in accordance with the school's Risk Assessment Policy.

### **EQUAL OPPORTUNITIES**

Provision for RE is in accordance with the School's Equalities Opportunities policy. It is part of the basic curriculum for all pupils and is non-denominational. It aims to educate not indoctrinate. Parents have the right to withdraw their children from all or part of the RE programme. Where parents have concerns about their child taking part in RE, they are asked to discuss their concerns first with the Headteacher. Teachers who do not want to participate or take RE have the right to withdraw (unless it is part of their terms of employment).

All children are provided with equal access to the Religious Education curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Equal opportunities in RE are addressed as follows:

- Pupils with special needs have equal access to the RE curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and standard English encouraged through using a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the RE curriculum.

- Opportunities to address issues of gender, race etc are provided through discussion, texts and resources.

## **MARKING**

Our marking is analytical and informative to teacher, pupil and parent and aims to celebrate success whilst taking the child forward in terms of their learning. Marking is a central tool of assessment. Self marking and peer marking are also encouraged and provide a useful assessment tool.

See Marking Policy

## **ROLE OF SUBJECT LEADER**

The Subject Leader for Religious Education is Andrew Breckon. The subject leader has a leading role in the development of school policy and approach in RE and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in RE through:

Monitoring and evaluating :

- pupil progress
- provision
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development.

Auditing and supporting colleagues in their CPD.

Purchasing and organising resources.

Keeping up to date with recent RE developments.

## **STAFF DEVELOPMENT AND TRAINING**

Staff development and training is provided in the following ways:

- Needs audit and planning for professional development.
- School based INSET led by Subject Leader or outside agencies. (Delivery of distance training materials is included in this.)
- Liaison with inspectorate and advisory service.
- Working alongside other teachers or visiting other classrooms as an observer.

(Sharing good practice. Supporting NQTs.)

## **CONCLUSION**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Religious Education</b>
<b>Signed Chair of Governors:</b>	
<b>Date Signed:</b>	
<b>Governors Meeting Ratified:</b>	<b>21<sup>st</sup> November 2018</b>
<b>Review Date:</b>	<b>Autumn 2019</b>
<b>Review schedule</b>	<b>Annual</b>