



# Castleton C of E Primary School

## Religious Education Policy

**Reviewed October 2014**

### **Introduction**

At Castleton C. of E. Primary School we believe that R.E. is concerned with the spiritual growth of children and the development of feelings and beliefs which arise from experiences with different religions and faith traditions, with Christianity at our core. 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. We will provide support to the children as they develop their own understanding ensuring that they are comfortable and confident with the different aspects of religion.

### **Aims**

We aim for our pupils to:

- develop knowledge and have experience, which will develop their understanding of what religious faith is and what it means to those who hold it.
- express their own ideas and feelings about a number of religious practices and festivals from a range of religions whilst showing sensitivity towards their significance for believers.
- develop as individuals, spiritually, morally, socially and culturally, through experiences of a range of religious traditions.
- 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
- teach investigative and research skills, and make reasoned judgements about religious issues;
- encourage respect for other people's views and faiths, and celebrate the diversity in society.
- to provide support to the children as they develop their own understanding and spirituality.

### **Strategies for the teaching and learning of R. E.**

R.E. is delivered both in a cross-curricular way through integration into appropriate class and school themes, through P.S.H.E. discussions, and as a discrete subject when a religious theme is developed. Through such discussions, pupils' own experiences are sometimes used as a starting point for facilitating a wider and deeper understanding of our world. Pupils will generally study Christianity as well as exploring other faiths such as Sikhism, Buddhism, Islam and Judaism. The school takes account of the requirements of the Education Act 1986. The Derbyshire agreed syllabus is followed together with the Diocesan R.E. Syllabus and Guidelines for Attainment. The right of parents to withdraw their children from R.E. is recognised, as is stated in the school prospectus.

Progression and development are recognised as being important, so that pupils' understanding of a festival etc. is deepened as they get older.

### **Assessing, Recording and Reporting**

Assessment is a continuous process used to gauge the progress of individual pupils in R.E., which then informs our planning. This is mostly carried out informally by teachers in the course of their teaching through small group and individual discussions during which children are encouraged to evaluate their own work and progress. Planning for the whole school can be seen in the central planning file, giving an overview of the work to be done each term. Individual teachers plan for their own sessions as suits their delivery, these are shared during observations and form an important part of our subject review. A termly work scrutiny is planned into the staff monitoring cycle to assess work as a team and make judgements on standards achieved.

Summative Assessments are carried out by the teacher on an annual basis, followed by a written report to parents, and then parents' evening.

Samples of children's work from each class are retained to demonstrate the expected level of achievement in RE within the different year groups.

Work on display in school and in the community evidences the quality of pupil knowledge and the teaching and learning process.

### **Resources**

We have sufficient resources in our school to be able to teach all our Religious Education teaching units. Resources for Religious Education are kept in a central store. There is a set of bibles in the school library, and a collection of religious artefacts which we use to enrich teaching in Religious Education. The school library also has a good supply of RE topic books to support the children's individual research. Pupils are encouraged to do independent research using our IT facilities: laptops and iPads.

### **Equal Opportunities**

The staff and Governors are committed to ensuring that every child in the school will have access to the Religious Education Curriculum, whatever their gender, ethnicity, physical or mental abilities. Every attempt is made, therefore, to ensure that materials used are appropriate to a range of abilities, aptitudes and interests and reflect the multicultural society we live in.

### **Monitoring and Evaluating**

Evaluation of the effectiveness of the Religious Education Curriculum Policy will be done through:

- Headteacher monitoring of classroom delivery and planning scrutiny
- An annual audit through staff and pupil questionnaires
- Monitoring of children's work through learning walks and scrutinising exercise books
- Involvement of Governors in the monitoring and evaluating of the work in school

**Signed: Headteacher** ..... **Date:**.....

**Signed: Chair of Governors** ..... **Date:**.....

**Review: Autumn 2017**