

Finedon Schools

Policy for Religious Education

Introduction

This policy document sets out the aims, principles and strategies for the teaching of religious Education at Finedon Mulso Junior School and Finedon Infants' School. The policy has been developed during the Spring term 2012. It has been approved by the Governing Body and will be reviewed again in line with the School Development Plan.

Aims

- At Finedon Mulso Junior School and Finedon Infants' School, we strive to enable our children to:
- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge of Christianity and other major world religions;
- develop an understanding of what it means to be committed to a religious tradition;
- to be able to reflect on their own life experiences and develop a personal response to the fundamental questions of life;
- develop investigative and research skills to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the cultural and religious diversity in society.

Principles for teaching Religious Education

We base our teaching and learning styles in Religious Education on the key principle that good teaching allows children to learn about religious traditions and to reflect upon what the religious ideas and concepts mean to them. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. Religious Education enables children to extend their own sense of values and promotes their spiritual growth and development. It allows opportunity for children to build on their own experiences and extend their knowledge and understanding of religious traditions.

Strategies for teaching Religious Education

Religious education is taught for a minimum of one hour per week and is planned in accordance with Northamptonshire LA's Agreed Syllabus. (See Appendix 1 for Curriculum Organisation) The children will be taught through topic-based studies, with cross-curricular links being made wherever possible. The topics are organised in a two year cycle and careful planning will ensure that all key elements are given sufficient consideration across the four years.

Children will be given the opportunity to work in a variety of ways as appropriate, for example as individuals, in groups or as a whole class. A range of teaching and learning styles will be used in order to maximise the full potential of each child.

Lessons will be interactive and engaging, using ICT and activities outside the classroom, such as visits to and services in the local church, to enhance learning.

Strategies for ensuring continuity and progression

Teaching staff use the Northamptonshire LA's Agreed Syllabus to plan work. This helps to ensure that the topics covered build upon prior learning and offers opportunities for children of all abilities to develop skills and knowledge. Religious Education is taught using a two year cycle to ensure complete coverage of the key topics and avoid repetition. Planning and children's books are monitored by the subject leader to ensure that standards continue to improve and that work is set at a level that is appropriate for particular groups of children and provides an increasing challenge as they move through the school.

Assessment, recording and reporting

From January 2012, all teachers in Key Stage 2 will be using level descriptors, provided within the units of work in the Northants Agreed Syllabus to assess the children's progress at the end of each unit of work. Assessments in Key Stage 1 and Foundation stage are less formal.

Informal assessment is carried out on a daily basis through discussion with the children, marking and the children's self and peer assessment using the success criteria set at the beginning of the lesson.

Feedback is given both verbally and through written comments in the children's books. Teachers should aim to use positive and constructive comments and the children should be encouraged to read, sign and address any target given at the next available opportunity.

Children's progress in RE is reported to parents in the end of year report.

Strategies for differentiation

Differentiation is planned for through setting appropriate objectives for children's abilities. Differentiation is also set through different tasks, support or by teacher expectation of outcome as shown through the success criteria at the beginning of the lesson.

The Role of the Subject Leader

The subject leader regularly monitors all aspects of Religious education, including teaching, planning, books, standards and achievement. This is done in a number of ways in conjunction with other members of staff. They are also responsible for supporting other colleagues in the teaching of Religious Education by being informed about current development in the subject and providing a strategic lead and direction. Where resources are required to support the teaching of Religious Education, staff will make recommendations which will be purchased by the subject leader if necessary.

Legal position of religious education

Finedon Mulso CEVA Junior School

As a Church of England school we work closely with the Peterborough Diocese to provide an education of a broadly Anglican nature and meet the requirements of the 1988 Education Act. This states that religious Education is compulsory for all children of the age provided for in this setting. Parents are allowed to withdraw their child(ren) from these lessons if they wish to do so, but only upon written notice to the governors. Teachers may also decline to teach religious Education, but only after they given due notice of their intentions to the school governors.

Finedon Infants' School

There is a legal requirement for RE to be taught. Programmes of work are determined by the Northamptonshire Agreed Syllabus and the Curriculum Guidance for the Foundation Stage.

This policy will be reviewed by the subject leader in September 2014.

Pauline Clarke
Religious Education Subject Leader.