

1. ETHOS

Religious Education has a distinctive role to play in promoting pupils' spiritual, moral, social and cultural development. Although fostered across the whole curriculum, these developments are at the very heart of religion. Pupils will be encouraged, through Religious Education, to be aware of and respect the inner experience of the believer. Religious Education will provide pupils with an exciting, stimulating and searching educational experience which challenges them to learn from religion and not just about it.

2. AIMS

The key aims and purposes of the school's Religious Education provision are to be developed through the Early Learning Goals and increasing knowledge/understanding of different religions and other world views and how these influence individuals, communities, society and the world. The Religious Education curriculum will:

- Develop pupils' knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain and other world views;
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
- Develop pupils ability to express their ideas and insights about questions of belief and meaning;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- Develop enquiry and response skills to important questions for individuals and the wider community through the use of distinctive language, listening and empathy;
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

RE does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life (see Policy M28).

3. POLICY

TEACHING AND LEARNING METHODS

The knowledge, skills and understanding identify the aspects of Religious Education in which pupils make progress.

- Enquiring
- Exploring and investigating
- Developing insights and significances for believers
- Reflecting and responding
- Multi-cultural displays
- Drama
- Listening to guest speakers (in assemblies)
- Weekly Christian and multi-cultural assemblies

Teaching will ensure that appropriate connections are made between these aspects. It will encompass direct teaching and interactive oral work with the whole class and groups. Direct teaching will draw on, and balance opportunities for pupils to:

- Work with others, listening to each other's ideas, and treat others with respect;
- Have opportunities to consider their own experiences, attitudes and values, and those of other people;
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available;
- Identify puzzling questions and suggest answers;
- Develop their understanding of why certain things are held to be right or wrong;
- Relate to moral and religious issues

All activities will be supported by: underpinned by a wide range of resources, including 'big books', religious artefacts, use of ICT software and, where possible, appropriate visits and visitors.

ORGANISATION OF RELIGIOUS EDUCATION CURRICULUM

To ensure all pupils receive their entitlement, a range of experiences leading to the Early Learning Goals (Personal, Social, Emotional Development, Communication & Language and understanding the world) are delivered throughout Early Years. Thematic modules (in line with Calderdale's agreed syllabus) are delivered on a yearly programme throughout KS1 and KS2. The recommended teaching time for RE is specified within the school's Time Audit of Teaching Time (see Policy M18ii) though blocks of time may be 'grouped' together over a half term to facilitate visits and give children first hand experience. RE is also taught during Topic work where appropriate to increase children's cultural awareness and through weekly Christian and multi-cultural assemblies.

DETAILED PLANNING

Medium term planning will identify learning objectives, a progression of activities, identification of core skills, key language and assessment opportunities. Medium term plans will also indicate high and low achievers based on RE knowledge and not the ability to carry out Literacy based tasks. This is undertaken in planning teams (see policy M18) to ensure parity and progression. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with appropriate differentiated activities, modification/extension tasks. This is evaluated by the class teacher to inform the next short-term plan. Opportunities for cross curricular links should be planned in order to re-inforce RE objectives and give a more topic based approach.

RESOURCES

Resources based on the study of Religious Education topics and modules are located centrally at the upper site and lower site. Additional resources are continually being acquired to ensure that children have access to a range of stimulating high quality material. It is the responsibility of teachers using resources to ensure that they are returned once the topic or module is complete. Teachers should also ensure that children care for all resources. Additional resources are available from the Discover Library and Museum resources for Schools based at Central Library.

ASSESSMENT AND RECORD KEEPING

In Early Years, formative assessments are recorded in pupil's 'This is Me' books and also regularly updated on the electronic target tracker system. In Key Stage 1 and 2 pupils are assessed against the end of key stage expectations for R.E. The Calderdale Agreed Syllabus for R.E. provides interim expectations to help teachers assess progress on the way to end of key stage statements. The skills included in these interim descriptors are 'worked back' from the end of key stage statements and are provided for lower key stage 1 and 2.

PROFESSIONAL DEVELOPMENT

Professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the schools religious education policy and the delivery of the religious elements of the key stage plans. Curriculum audits and training needs are completed annually; the results of which are fed into the School Improvement Plan. Standards Funds for professional development and the school training budget may be used to support a range of activities both within and outside the school.

REVIEW AND EVALUATION

The policy for RE will be reviewed 3 yearly as an agenda item at a staff meeting. This item will be led by the teacher with responsibility for managing RE. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

Reviewed and amended January 2016
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