



**Packington Church of England Primary School**  
**Policy on Religious Education (RE)**

**1 Aims and objectives**

***1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Packington Church of England Primary School, we develop the children's knowledge and understanding of Christianity and the major world faiths, addressing fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. Our Christian values are an important element of our RE teaching, enabling pupils to understand the impact of the Bible, the life of Jesus and the nature of God on our daily lives. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.***

***1.2 Our objectives in the teaching of RE are, for all of our children:***

- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- to develop an awareness of spiritual, moral, social and cultural issues arising in their lives;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people's views, and hence to celebrate diversity in society.

**2 The legal position of religious education**

***2.1 Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they 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 school governors. The religious education curriculum forms an important part of the development of our school values as well as our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LA's Agreed Syllabus, and it meets all the requirements set out in that document. To fulfil the Agreed Syllabus we use Harmony and Diversity. The ERA states that the RE syllabus should reflect the fact that 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.***

**3 Teaching and learning style**

**3.1 We base our teaching and learning style in RE on the key principle that good or better 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 ask questions, extend their own sense of values, and promote 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.**

**3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali and Eid to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.**

**3.3 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 investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations and share these in a variety of ways e.g. in class or in collective worship.**

**3.4 We recognise the fact that all classes in our school have children of widely differing abilities, 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, e.g. by:**

- setting 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.

## **4 RE curriculum planning**

**4.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the LA's Agreed Syllabus and Harmony and Diversity. We deliver our RE in themed weeks which link to our whole school focus for the year. Each term there are two or three themed weeks which include the major Christian festivals. This gives RE a high profile in school allowing us to fulfil our commitment to teach RE in a creative and inspirational way.**

**We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.**

**4.2 We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each year. The RE subject leader devises this plan in collaboration with teaching colleagues in each class. There are strong links between RE and other areas of the curriculum e.g. children's responses to Godly Play involve D.T, Literacy and Science.**

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

**4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.**

## **5 The Foundation Stage**

**5.1 We teach RE to all children in the school, including those in the reception class.**

**5.2 In reception classes, RE 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 RE aspects of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children aged three to five.**

## **6 Contribution of RE to the teaching in other curriculum areas**

### **6.1 English**

**RE 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 Literacy have religious themes or content, which encourages questioning and discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to reflect, write and record information, in order to develop their writing ability.**

### **6.2 Personal, social and health education (PSHE) and citizenship**

**Through our RE 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 diverse society.**

### **6.3 Spiritual, moral, social and cultural development**

**Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life with an awareness that there is something far greater than we are. Through the study of moral and ethical questions we help pupils to recognise the difference between right and wrong and the understanding that forgiveness and reconciliation are at the heart of the Christian message. We enhance their social development by helping them to develop their skills, qualities and Christian values necessary to live and work together in harmony and to make a positive contribution to 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.**

## **7 RE and ICT**

**7.1 ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information using the Internet. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Children use PowerPoint, Ipads and Apps and digital media as tools to make presentations and record their work.**

## **8 RE and inclusion**

**8.1 At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those**

**who are disadvantaged, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Inclusion, Gifted and Talented Children; English as an Additional Language (EAL).**

**8.2 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.**

**8.3 Intervention will lead to the creation of a Personal Education Plan (PEP) for children with special educational needs. The PEP may include, as appropriate, specific targets relating to religious education.**

**8.4 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.**

## **9 Assessment for learning**

**9.1 Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children’s work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress and to help pupils understand what they have done well and how to improve their work. Children are encouraged to make judgements about how they might improve their work in the future. The teacher will record assessments at the end of a unit of work. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.**

**9.2 We follow the assessment policy as set out by the LA’s SACRE. This sets out the expected level of attainment for pupils at the end of each Key Stage. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.**

**9.3 The RE subject leader analyses data to identify strengths and areas for development.**

## **10 Resources**

**10.1 We have resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store. Each child has their own Bible and these are readily accessible in the classroom.**

## **11 Monitoring and review**

**11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:**

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;

- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.
- Monitors RE through pupil interviews, work scrutinies and observation.
- Leads the staff to moderate work
- Liaises with Foundation Governors

***11.2 The quality of teaching and learning in RE is monitored and evaluated by the headteacher and Subject Leader as part of the school's agreed cycle of lesson observations. Foundation Governors visit the school to meet with leaders and monitor areas for development.***

***11.3 This policy will be reviewed at least every three years.***

**Signed:**

**Date:**