

**Peterborough Diocese Education Trust**

**Barby Church of England Primary School**



# Religious Education Policy

**Committee Approved:**

**Date:**

**Reviewed:**

**Reviewed:**

## **Barby C E Primary School**

### **Religious Education Policy**

At Barby C.E Primary School we aim to promote equality, diversity and understanding of the breadth of choices that individuals make. We hope to do this through our RE curriculum, alongside our whole school ethos which promotes children's SMSC development. Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. It provides opportunities for them to study and reflect on the beliefs and practices on which people base their lives, so that respect for those with religious and other beliefs is well founded. It promotes attitudes and values necessary for responsible citizenship in a democratic and diverse society. At Barby C.E Primary we aim to develop the children's knowledge and understanding of the major world faiths, and we try to address the fundamental questions in life. We enable children to develop a sound knowledge of Christianity and other major world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

#### The Aims

The aims of Religious Education are drawn from the revised Northamptonshire Agreed Syllabus and The Learning Challenge Curriculum and should enable pupils to:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions, and understand the influence of these on individuals, societies, communities and cultures.
- Enable children to make informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a society of diverse religions.
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses
- Develop enquiry and response skills through the use of distinctive language, listening and empathy.

#### The legal position of Religious Education

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

#### Planning and Delivery

The children work towards attainment targets:

1. Knowledge and understanding of religions
  - Knowledge of the main features and teaching of Christianity and the other principal faiths represented in Great Britain
  - Understanding what effect these teachings may have on the lives of believers within these faiths and traditions.
2. Learning from religion and responding to questions of meaning and value
  - Enabling children to develop an awareness and understanding of their own response to fundamental questions about life raised by human experience and the study of religions.
  - To value and hold in high esteem their own beliefs whilst developing an understanding and awareness of the beliefs of others

Pupils will have an opportunity to:

- Work with others, listening to each others ideas, and treat others with respect.
- 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.

Our school curriculum for religious education meets the requirements of the Northamptonshire Agreed Syllabus. Religious Education is compulsory for all children in the school. Parents may ask for their child to be withdrawn if they wish, although this would only be done once the parents have given written notice to the school governors.

Our teaching and learning styles enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use children's experiences of religious festivals, such as Easter and Chinese New Year, to develop their religious thinking. Where possible we organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Pupils are provided with as much 'hands-on' experience of the principal religions as possible using artefacts and authentic resources wherever possible. Where religious artefacts are used, they are treated with the respect they would be given if they were being used in their actual setting for worship.

#### Inclusion

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children. We achieve this in a variety of ways, for example by:

- Open-ended, creative tasks that can have a variety of responses;
- Setting tasks of increasing difficulty (all children not expected to complete all tasks);
- Grouping the children by ability and setting different tasks for each ability group;
- Providing resources of differing complexity, adapted to suit the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

#### Teaching and Learning Styles

We base our teaching and learning styles in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

#### Curriculum Planning

We plan our religious education curriculum in accordance with the Northamptonshire Agreed Syllabus. The syllabus is broken into a number of set units of work within each Key Stage. Provision is also given for The Learning Challenge Curriculum or to extend work on religions already covered, and also give thought and focus to spiritual, moral and cultural aspects of pupils' lives. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we try to ensure that the planned progression built into the schemes of work offers the children an increasing challenge as they progress through the school.

We carry out the curriculum planning in religious education in three phases (long term, medium-term and short-term). The long term plan maps the religious education topics studied in each term during each key stage.

Medium term plans give details of each unit of work for each term. As we have mixed age classes, the medium term planning is on a two year rotation cycle, ensuring that children have complete coverage of the Agreed Syllabus. Our medium-term plans give details of each unit of

work for each term and provide guidance on teaching objectives, learning outcomes, activities and resources. The production of the medium-term plans and short-term plans are the responsibility of the classroom teacher.

RE is taught as a discrete timetabled subject. In Reception and KS1 the equivalent of 45 minutes a week timetabled; at KS2 60 minutes is timetabled. The RE may be taught in discrete weeks when more time will be spent on RE.

*Skills:* enquiry, empathy, synthesis, interpretation, evaluation, application, reflection, analysis and expression.

*Attitudes:* open-mindedness, commitment, respect, self-understanding, questioning and critical awareness.

*Concepts:* transcendence, belief, worship, tradition, morality, commitment, suffering, identity and interdependence.

The class teacher writes their own plan for each lesson.

### Foundation Stage

The reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Any additional RE topics covered throughout the year are outlined in the long term plan.

### Cross Curricular Links

Literacy: Standards of work in RE should match those in literacy in spelling, handwriting, punctuation and presentation as well as standards in speaking and listening.

ICT: ICT is used where appropriate in RE including teacher use of the IWB and the children using the ipads. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

PSHE and Citizenship: Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. By promoting tolerance and understanding of other people we enable children to appreciate what it means to be positive members of society.

Spiritual, moral, social and cultural development: Opportunities are given for spiritual development, with children considering and responding to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in today's multicultural society. Children explore issues of religious faith and values and, in doing so they develop their knowledge and understanding of the cultural context of their own lives.

### Assessment and Recording

In line with the requirements of the Agreed Syllabus for R.E. we use Level Descriptions to help make judgements about pupil progress and achievement. Children's work in R.E. is assessed by making informal judgements, both by staff and the children themselves, during lessons and at the end of a unit of work. These judgements are used by the teacher to decide 'where next' within the lesson and within the unit, as well as next time that skill, attitude or knowledge is taught.

Annual reports are completed for all pupils based on judgements made during lessons. Reports include a brief description of the work covered and identify the standards achieved. Assessments are based on the statements in the Agreed syllabus. The level descriptors give teachers guidance as to what should be expected from pupils as well as enabling them to assess and report on pupils' attainment.

Teachers fill in the 'skills ladder' for RE, for each Year Group at the end of each term. Learning outcomes and assessment activities are identified in each unit of work.

Work is marked in line with our school marking policy and developmental comments made as necessary.

Monitoring and Review

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. Lesson observations and learning walks take place at least twice each year. Staff meeting time is allocated for reviewing samples of children's work, supporting colleagues in the teaching of RE and for being informed of current developments in the subject. The RE co-ordinator creates an annual action plan.

**Approval Authorisation**

Authorised By	
Head Teacher:	Signature: ..... Print: ..... Date: .....
Chair of Governors:	Signature: ..... Print: ..... Date: .....