



Pikes Lane Primary School

R.E

Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: J. Hickman
Approved by Governors: Standards
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Pikes Lane Primary School

Religious Education (RE) Statement of Practice

- **Aims and Objectives**

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- 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;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that good 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 extend their own sense of values and promotes 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.

We achieve this in a variety of ways, for example, by:

- setting common 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.

Curriculum planning in religious education

- We plan our religious education curriculum in accordance with the Bolton LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

- Wherever possible, we try to embed cross curricular links within R.E. Each of the units have been linked to the themes that are being taught within the class.
- The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and can discuss them on an informal basis with the RE subject leader.

British Values

- At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

- These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

Foundation Stage

- We teach religious education to all children in the school, including those in the reception class.
- In reception classes, religious education 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 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.
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Assessment and recording

- We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary, using the school's agreed marking scheme.
- The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

Resources

- We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each of the key religions. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books to support the children's individual research.

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Monitoring and review

- The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

This policy/document was reviewed by:-

Signed: J Hickman

Position: RE Co-ordinator

Date: September 2017