

Lockington CE VC Primary School



Religious Education Policy

1. Mission Statement

1.1 "Our school is committed to developing lively, enquiring minds and promoting excellent standards of achievement for all in a happy, safe and caring environment, based upon Christian values which encourage all to show respect, acceptance and understanding of others."

1.2 Under the 1996 Education Act, Religious Education is part of the basic curriculum for all pupils. It 'provokes challenging questions about the ultimate meaning and purpose of life. It develops knowledge and understanding of Christianity, other principle religions... and encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their community as citizens of a pluralistic and global community.' (QCA 2004)

1.3 Lockington C.E. Primary School, recognising its historic foundation, will preserve its religious character in accordance with Christian beliefs and practice whilst cultivating a sensitive and respectful attitude to other world faiths.

1.4 'Religious Education is a vital part of the formation of all young people. It is integral to a full understanding of themselves and their world. It plays a key role in enabling the development of young people's spiritual nature and encourages them in a search for spiritual truth.' (Archbishop of York 2001)

2. Aims

(The aims are drawn from 'Aims of Religious Education in Schools', as outlined in the East Riding of Yorkshire Agreed Syllabus for Religious Education 2016)

2.1 'Religious Education (RE) contributes dynamically to children and young people's education in school by provoking challenging questions about meaning and purpose in life, beliefs in God, ultimate reality, issues of right and wrong and what it means to be human.'

2.2 The curriculum for R.E. aims to ensure that all pupils:

Know about and understand a range of religions and world views, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religious and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and expressing meaning

3. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical skills
- appreciate and appraise varied dimensions of religion or a worldview

4. Gain and deploy skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

A review of Religious Education in England (RE Council 2013)

5. The contribution of RE to the overall child:

- successful learners, who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society
- knowledge will be acquire
- skills will be developed
- positive attitudes are to be encouraged
- emotions may be explored

5.1 At Lockington Primary School we believe that Religious Education should be enjoyable and contribute to the growth of self-esteem.'

6. Planning and organisation

6.1 Reception – The teaching of RE forms part of the Early Years curriculum, in line with Development Matters. Planning is based on the locally Agreed Syllabus and is also incorporated into thematic learning giving the children opportunities to explore ideas of Religious belief in a variety of both adult led and child initiated contexts. RE skills are covered through free play activities, circle times and religious stories. A selection of key religious festivals are celebrated and experienced by the children. Children have access to a wide range of opportunities to extend their understanding of their own faith and the faith of others. The reception children are taught alongside the year one and two children on a two year rolling programme.

7. Years 1 and 2

7.1 The medium term plan for RE is taken from the, 'Agreed Syllabus for RE, Humber Region 2016.'

RE is taught through three statutory areas of understanding:

- Beliefs and Practices
- Identity and values
- Meaning and Purpose

7.2 Each area has two attainment targets:

Attainment target 1 – Knowledge and Understanding

Attainment target 2 – Reflection and Response

8. Key stage 2

8.1 Key Stage 2 follow a four year rolling programme following the, 'Agreed Syllabus for RE, Humber Region 2017.'

There are three statutory areas of understanding:

- Beliefs and Practices
- Identity and values
- Meaning and Purpose

8.2 Each area has two attainment targets:

Attainment target 1 – Knowledge and Understanding

Attainment target 2 – Reflection and Response

8.3 Pupils in key stage 1 will predominantly study Christianity (and Judaism). In key stage 2 they will predominantly study Christianity (and Islam and Buddhism) to carry out their RE based enquires, although it may be necessary to consider a different religion in order to follow a particular enquiry.

8.4 The class teacher decides whether to carry out RE in weekly lessons or in a block of learning, however, all teachers know that RE is to be taught 14 hours per term.

9. Assessment

9.1 There are two aspects to the teaching and assessing of RE. They are, 'Knowledge and Understanding' (AT1) and 'Response and Reflection' (AT2):

- assessment in Religious Education takes place at the end of every half term
- the assessment information is recorded in the backs of the pupils' books against end of key stage expectations and there are assessment criteria in the form of, "I can," statements for each unit of work
classroom monitor is also used to record assessment
- the RE subject leader will monitor assessment through work scrutiny and discussion with class teachers
- progress is reported to parents in the yearly school report in the summer term

9.2 In Reception the children are expected to achieve the Early Learning Goal for:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour
- People and Communities

9.3 At the end of Key Stage 1 children are expected to have achieved all the end of key stage expectations.

At the end of Key Stage 2 children are expected to have achieved all the end of key stage expectations.

10 Enrichment Opportunities

10.1 Where possible, children should experience first –hand what they learn about in the classroom. Visitors to the school to enhance RE teaching and learning are strongly encouraged. Teachers are encouraged to arrange out of school visits for their children to enhance their learning, particularly to places of worship.

Lockington Church is a valuable resource for the teaching of RE and children will spend time in the church learning about Christian Traditions as well as taking part in various services throughout the Church Calendar.

11 Whole school RE days

11.1 Once a term the whole school takes part in an enquiry based RE day planned by the staff and Reverend Marshman. The theme is determined by the school's Christian Value for that term or if a particular religious festival is occurring.

12 Inclusion

12.1 In planning for and organising RE activities , teachers take a differentiated approach to ensure equality of opportunity for all children, including those with SEND, EAL, those who are Gifted and Talented and those from all religious and cultural backgrounds. No child will be excluded from RE on the grounds of **gender or disability**

13 Withdrawal

13.1 The parent of a pupil at Lockington School may request that they be excused from all or part of the religious education (RE) provided. However, the school is obliged to ensure that parents who wish to withdraw their children from RE are aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it and a request should be made in writing to the headteacher.

14 Resources

14.1 The resources for Religious Education are stored in the RE cupboard located outside class 1. There is a wide range of faith books in the library too. The resources are catalogued for specific faiths so that resources can be quickly identified. There are resources to support the teaching of all key faiths, these include Christianity, Judaism, Islam, Hinduism and Sikhism. There are also a range of big books in class 1 and DVDs to support teaching and learning.

15 ICT

15.1 There are video programmes available in R.E. and the children may use the Internet for researching information.

16 Cross Curricular Links

16.1 Although we recognise that Religious Education is a subject in its own right, we also take account of the clear links what can be made with other subjects and where possible outline these in the planning.

17 English

17.1 Express ideas and beliefs through the spoken word, encouraging children to ask and answer questions and to respond to and pose questions, engage in dialogue and reflect, record ideas and understanding both verbally and in a variety of written formats.

17.2 Express their feelings through poetry and prose.

18 Art

18.1 Study religious writings and special books from many faiths with art.

18.2 Investigating pattern and colour in religious art.

18.3 Investigating how famous artists express their faith.

18.4 Artefacts and images.

19 Music

19.1 Hymns, pieces of music to create a mood.

20 Geography

20.1 Investigating maps in geography, location of key religious sites around the world, pilgrimage.

21 History

21.1 History of where different religions were founded.

22 PSHE

22.1 learning about other cultures, times and places with PSHE, also skills such as observing, questioning, discussing, evaluating, and reflection; gender issues, citizenship and multi – cultural education.

22.2 Raising self-esteem by placing importance on own beliefs providing an opportunity to discuss special times in their lives explore relationships with other people.

22.3 Discuss and reflect upon problems, their own and those of the wider world.

23 Health and Safety

23.1 Pupils are expected to use materials and tools safely in accordance with health and safety guidelines

23.2 Care must be taken when candles are being used or lit in any area of the school.

24 Monitoring

24.1 Children's learning in RE is monitored by the subject leader, through monitoring planning, book scrutinies, learning walks and analysing outcomes at the end of the year.

25 The role of the Headteacher is to:

- ensure that statutory requirements are covered
- discuss curriculum delivery with the RE subject leader
- ensure the implementation of the RE policy and scheme of work
- to keep the RE subject leader and other staff up to date on recent relevant changes in government policy

26 The role of the subject leader is to:

- to review and update the RE policy

- to implement the schools' RE policy and scheme of work, ensuring that an engaging, high quality RE curriculum is being delivered throughout the school
- to offer support in the teaching and learning, planning and pupils' work in RE
- to ensure that RE teaching is fully inclusive
- to attend appropriate courses that will enhance the subject leader's role and RE in the school generally, as well as informing other staff of inset opportunities and arranging/delivering inset within the school
- to extend and update resources as and when necessary, in line with the school's budget arrangements and ensure resources are accessible and well maintained
- to provide and organise a range of enrichment opportunities in RE, school RE days, visits and inviting visitors into school

27 The role of the class teacher is to:

- implement the school's RE policy and scheme of work, teaching an engaging, high quality RE curriculum which follows the legal requirements
- to follow school planning and assessment procedures
- to plan for a range of abilities and ensure that the teaching of RE is fully inclusive
- to report annually to parents about progress and achievement in RE

28 The role of the Governors is to:

- ensure that RE is provided as part of the school's basic curriculum, following the appropriate syllabus

29 Review

- As a result of the assessment, monitoring and evaluation process, the RE subject leader and staff will review the scheme of work as necessary.
- This document has been written after discussions with members of staff and Governors and provides the whole school policy for RE at Lockington CE Primary School.
- Policy last reviewed – September 2017
- Next review date – September 2020
- Signature of Headteacher.....
- Signature of Chair of Governors.....

