



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 Lambton Primary School, we develop the children's knowledge and understanding of the major world faiths, we ask challenging questions concerning, for example, the meaning and purpose of life, we encourage personal reflection and spiritual development and encourage respect for all. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. 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 an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- 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 to withdraw their child from religious education classes and assemblies if they so wish, although only after they have given written notice to the school governors. A statement of parent's position with regard to Religious Education is included in the school prospectus.

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 our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Sunderland Agreed Syllabus, and it meets all the requirements set out in that document. 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 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.

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 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. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.
- 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 Sunderland's Agreed Syllabus. 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 two phases (long-term and medium-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with the management team. We teach RE topics in blocked units as we do with other Foundation Subjects.

- 4.3 Our medium-term plans give details of the Key Questions for each term. The RE subject leader alongside the Subjects and Standards Team keeps and reviews these plans on a regular basis.
- 4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. These are planned on the school format and identify the 3 elements of RE (Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection) and the expected level of attainment. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.
- 4.5 Enquiry questions should be used to help produce a balanced Scheme of Work that enables pupils to develop an understanding of the differing dimensions in the study of religion. At KS1 and Lower KS2 units will focus on theological and phenomenological questions e.g. What does it mean to belong to Christianity? What do Christians believe about Jesus? At UKS2 units will mainly focus on theological and phenomenological questions, although ethical questions can be introduced.
- 4.6 RE should be taught in every year group throughout the Key Stage with sufficient time allocated to cover the Programmes of Study. The recommended time for this at KS1 is approximately 36 hours per year, and for KS2 is 45 hours per year.

5 The Foundation Stage

- 5.1 We teach RE to all children in the school, including those in the Foundation Stage
- 5.2 In the Foundation Stage, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged birth to five.

	Autumn Term	Spring Term	Summer Term
Year A	Christmas - the story of the star	Easter Story	Stories From the Bible - Noah and the

	<p>Divali - festival of lights, Hindu worship</p> <p>Harvest - creation story and caring for our world</p>		<p>Ark</p> <p>Jonah and the Whale</p>
Year B	<p>Belonging through baptism - Elmer</p> <p>Harvest creation story and caring for our world</p> <p>Christmas the Christmas Story and ways Christians celebrate</p>	<p>Easter Story</p> <p>Chinese New Year</p>	<p>Stories Jesus told- The lost Coin, The lost Sheep</p>

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 guided reading and assemblies, as well as Literacy lessons have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to improve their writing through planned cross curricular writing activity.

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 pluralistic 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. 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 a multi-cultural 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 to help them to make presentations on various topics. Younger children can take photographs and use the digi blus. They can then make a class storybook by adding in speech bubbles and a narrative text. Or, using desktop software, they can create a special book in which each pupil has his or her own page. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

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 with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs;

Disability Discrimination; 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 through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP 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 a religion. Teachers will assess children's work in RE by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work in line with the school's marking policy and gives the child written or verbal feedback to help guide progress. The children will be expected to respond to verbal and written feedback. Older children are encouraged to make judgements about how they might improve their work in the future. 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 Sunderland's SACRE. This sets out the expected level of attainment for pupils at the end of each Key Stage.

Teachers record attainment on the Assessment for Foundation Subjects sheet after each unit of work. The sheet is handed up to the next teacher in the class assessment for Foundation Subjects Folder.

10 Resources

10.1 We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for each unit of work. There is a set of Bibles and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books and computer software to support the children's individual research. We also have access to the Authority's central Library lending service where we can borrow topic boxes relating to RE.

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 Head teacher an annual SEF report in which she 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
- works as part of the Humanities team in monitoring the provision and teaching of the subject

11.2 This policy will be reviewed at least every two years.

Ratified by governors spring 2016

Next review: summer 2018