



ST. MARY'S ISLAND

*Church of England (Aided)
Primary School*

Religious Education Policy

Date adopted: *December 2016*
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Committee/Person responsible for this document: *Subject Leader and Foundation Committee*

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 our School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of God. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school and local community. 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 to:
- develop an awareness of spiritual and moral issues arising in their lives;
 - develop knowledge and understanding of Christianity and other major world religions or value systems commonly held in the UK;
 - develop an understanding of what it means to be committed to a religious tradition;
 - be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
 - develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
 - develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
 - 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 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 Locally Agreed Religious Education Syllabus developed by the local Standing Advisory Committee for Religious Education (SACRE). 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

- 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 in RE enables 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, Passover, 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 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, for example 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);
 - sometimes grouping the children by ability and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child;
 - using teaching assistants to support the work of individuals or groups of children.
 - adapting our teaching to reflect the best opportunities in our timetable, if necessary or judged to offer a better coverage allowing variations on the weekly statutory lessons to be grouped and doubled-up fortnightly.

4 RE curriculum planning

- 4.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the requirements of the Rochester Diocesan Agreed Syllabus and the guidance of the Local Standing Committee for Religious Education (SACRE). 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 of work, 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 term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right.
- 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.
- 4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. These individual plans are kept and often discussed on an informal basis with the RE subject leader.

5 The Early Years and 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 Early Years and Foundation Stage, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals (such as Knowledge and Understanding of the World and Personal and Social Development) 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 the literacy hour 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 write letters 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 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 and CD-ROMs. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs of the class acting out a Bible story. They can then make a class storybook of it, 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; they also make a cover and binding for the book, and draw up a set of rules for its use. 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 on Special Educational Needs, Disability Discrimination, Gifted and Talented Children, and 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 Work done in RE may contribute to meeting targets set out in an Individual Education Plan (IEP). Teachers will have regard for these targets when planning and designing tasks for RE lessons.
- 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 (e.g. a visit to a Sikh temple 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

- 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 they 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. Older children are encouraged to make judgements about how they might improve their work in the future. The teacher will record the attainment at the end of the year. 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 Diocese and 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. This is recorded in the teacher’s mark book. 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 keeps samples of children’s work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

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 for both key stages, 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.

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.
- 11.2 The quality of teaching and learning in RE is monitored and evaluated by the headteacher as part of the school’s agreed cycle of monitoring and review.
- 11.3 This policy will be reviewed annually.

Signed: *Mrs C Easton*
Mrs C Easton (Headteacher)

Signed: *Mr S Muthalaly*
Mr S Muthalaly (Vicar and Foundation Governor)
On behalf of the Governing Body

Ratified by the Governing Body: December 2016