



## Policy for RE

### Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of Religious Education. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders. RE is currently delivered by HLTAs -Ms Barton in Foundation Stage/Key Stage 1 and Mrs Akers in Key Stage 2, supported by classroom assistants.

### The Importance of RE

- We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of religious and cultural difference within our school and the wider world. It is a subject that celebrates diversity.
- Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

RE is delivered in accordance with the principles stated in our Learning and Teaching and Marking policies, supported by our Behaviour and Discipline Policy and our Health and Safety Policy. We hold the professional judgement of teachers as an essential feature in the delivery of Art and Design in our school.

### Aims

#### General:

The broad aim of religious education at Leftwich Primary is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop 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. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn *about* religions as well as *from* religions.

Through the support of our current governor, Wing, we are able to give first-hand cultural experiences to the children as he brings his work colleagues in to visit and talk to the children about their home countries, cultures and religious beliefs.

We also aim to take the children to visit a variety of places of worship such as a Jewish synagogue and Sikh Gurdwara.

Our continuing close links with both Davenham Church and Emmanuel Church at Leftwich, enhance the learning opportunities for all children. Both Revd Rob Iveson and Pastor Williams, who is also a governor, lead regular assemblies with the children and open their churches for us to visit and share events with parents.

#### **For the children:**

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals such as Easter, Diwali, Chinese New Year etc to develop their religious thinking.

#### **Planning**

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for RE is in line with the Foundation Stage, the National Curriculum for Foundation, Key Stage 1 and 2 and RE strategy / guidelines.

#### **Skills and processes**

There are a variety of skills and processes through which pupils may develop their language skills through RE. The following are some of the systematic contexts of language which are important to RE.

<b>DESCRIPTION</b> requires the language of....	<b>DISCUSSION</b> requires the language of.....	<b>CREATIVITY</b> requires the language of....
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Instruction	Questioning	Poetry
Explanation	Argument	Metaphor
Comparison	Dialogue	Symbol
Clarifying	Debating	Allegory
Analysis	Controversy	Storytelling
Synthesis	Concluding	Narrative
		Reflection

## Implementation of the RE Policy

### 1. The LEA Cheshire West and Chester Agreed Syllabus

- Our RE curriculum is in accordance with the CWaC LA Agreed Syllabus. We ensure that topics build on prior learning. There is a planned progression built into the scheme of work.
- Planning for Religious Education is based on the process of "Encountering and Responding" to religion
  - a) Encountering Religions - Learning about Religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
  - b) Responding to Religions - Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

### 2. Teaching and learning style

- We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all children by matching the task to the ability of the child, for example by:
  - a) Setting tasks which are open-ended and can have a variety of responses.
  - b) Grouping children by ability and setting different tasks for each ability group.
  - c) Providing resources of different complexity, adapted to suit children.
  - d) Using classroom assistants to support the work of individuals or group of children.
  - e) Differentiating by outcome.

### 3. FS organisation

- Religious Education in the Foundation stage is an integral part of the topic work covered during the year. Planning at Reception is based on the 'Early

Years Foundation Stage' documents. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the Curriculum.

- RE is taught both as a discrete subject and through 'Spiritual Play' stories/discussions.

#### **4. KS1 Organisation**

- Children in KS1 are taught RE in mixed ability class groups for the equivalent of approximately 1 hour per week. Aspects of RE are also taught through Literacy, SEAL, PHSCE, Collective Worship, assemblies and festival celebrations e.g. Easter workshop, circle time activities and birthdays.

#### **5. KS2 Organisation**

- Children in KS2 are taught RE in mixed ability class groups for the equivalent of approximately 1 hour per week. Aspects of RE are also taught through Literacy, SEAL, PHSCE, Collective Worship, assemblies and festival celebrations.

#### **The use of Information and Communication Technology across the Curriculum**

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in RE
- Pupils will be given opportunities to support their work by being taught to: -
  - Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
  - Develop their needs using ICT tools to amend and refine their work and enhance its quality
  - Exchange and share information, both directly and through electronic media
  - Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

#### **Assessment, recording and reporting**

- We assess children's work in RE by making informal judgements as we observe them during lessons and through marking diagnostically. Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour. As well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.
- Assessment in RE for years 1-6 includes:

1. On-going Assessment for Learning (AFL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress ('I can' statements)
  2. Marking of children's work against the shared Learning Objective and diagnostically (regularly in line with School expectations).
- Children's standards and achievements in RE in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
  - Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

### **Resources**

There is a well- resourced central store in the PPA room for specialised equipment relating to each religion.

### **Inclusion**

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, EAL, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

### **Review and Evaluation**

Policy review will be undertaken annually by the co-ordinators, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinators is on-going and takes a variety of forms: classroom observations, learning walks, sampling and scrutiny of planning and work etc.

**Policy date: January 2017**

**Policy review date: September 2017**

**Co-ordinator name: Bev Akers, Sharon Barton & Suzanne Wood**