

# Park Street C of E Primary School & Nursery



## Religious Education Policy

Version	1.0
Name/Department of originator/author:	Victoria Duxbury
Name/Title of responsible committee/individual:	
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Target audience:	All staff, governors

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	01/04/2016	Approved by Headteacher

## Overview

We believe that all pupils should have the opportunity to develop spiritually, morally, socially and culturally through the learning of Religious Education. We believe that children should have the opportunity to learn about the teachings of Christianity and other religions.

## Aims:

We will help all children to:

- encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- understand the values, attitudes and lifestyles that a Christian faith expects.
- learn about the origins, content and development of the Christian religion.
- learn about the other major religions, their impact on culture and politics, art and history and on the lives of their followers.
- develop a positive attitude to other people, respecting the beliefs and values of those from faiths other than their own.
- develop an understanding of and question the meaning and purpose of life.
- develop the ability to make reasoned judgments about religious issues and to express these in a thoughtful way.
- develop skills of reflection, enquiry, empathy, questioning, reasoning and recording understanding in a variety of ways.

Our school curriculum for religious education meets statutory requirements. 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 Hertfordshire Scheme of work for RE and supplemented by the Diocese of St Albans units of work. The schemes reflect the Christian ethos of the school and at the same time, takes account of the teachings and practices of other major religions.

## Staffing

We will ensure that

- All teachers teaching RE will have appropriate professional development.
  - RE will have equal status with other core subjects in staffing, responsibility and resourcing.
- We will strive to have at least one member of staff with specialist RE qualifications.

## Teaching and Learning

RE will be taught through weekly class lessons and assembly themes. RE takes up between 5% -10% of curriculum time. Cross curricular links will be made as much as possible. 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 enable children to build on their own experiences and 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. Children carry out research into religious topics. They study particular religious faiths and also compare the

religious views of different faith groups. Children discuss religious and moral issues, they use computers and work individually or in groups.

Christianity forms the majority of RE study, forming at least two thirds of the study in KS1/2.

#### Objectives for Teaching and Learning:

- To develop an awareness and understanding of the Christian Faith and other major religions.
- To provide weekly lessons that give children the opportunity to learn about religions (AT1) and learn from religions (AT2).
- To provide opportunities that will develop skills of enquiry, questioning, empathy, reasoning and reflection.
- To plan and deliver fun, imaginative, engaging and informative lessons.
- To be able to explore issues within the Christian Faith and between other major religions, to help children understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
- To develop self-respect for their own beliefs, values, traditions and respect for others whose beliefs, values, traditions differ from their own.
- To provide a varied curriculum that offers the opportunity to handle religious artefacts, visit religious sites, encounter key religious ceremonies and traditions and meet with those whose religious beliefs differ from their own and to express their understanding in a thoughtful, respectful way.
- To include the use of ICT to support the teaching of the Christian Faith and other major religions.
- To use a variety of recording methods, for example, role-play, art, writing short books, labelling, caption writing, discussions and topic folders.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and the needs of children with learning difficulties.

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 challenge;
- grouping the children by ability with differentiated activities;
- 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.
- We take into account the targets set for individual children in their Individual Education Plans (IEPs).

#### Planning

We plan our Religious Education curriculum in accordance with the Hertfordshire Scheme of work for RE and the Diocese of St Albans units of work. We ensure that the topics studied in religious education build upon prior learning. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

### Assessment

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, in line with the marking policy. We record the attainment of pupils against the statements for attainment target 1 and 2, which we use as a basis for assessing the progress of each child, for passing information on to the next teacher at the end of the year. We collect samples of children's RE learning for moderation purposes. These samples of work inform us of the level of work that are expected from each year group and ensure that the school is maintaining high standards of progress and attainment. Pupil achievement in RE at Park Street should be equal to, or better than, achievement in comparable subjects.

### Early Years

We teach religious education to all children in the school, including those in the Early Years. In the EYFS, Religious Education is an integral part of the topic themes. We relate the religious education aspects of the children's work to the National indicators as set out in the Early Years Foundation Stage (EYFS), which underpins the curriculum planning for children aged 0 to five and supplement this with the Hertfordshire scheme of work for RE for Foundation stage children.

### Monitoring and review

The subject leader is responsible for the monitoring and review of RE at Park Street. The Policy for RE will be reviewed by the teaching staff and the governors biannually.