



# Religious Education Policy

**April 2016**

# Claregate Primary School

## RE Policy

### **Introduction**

This policy outlines the purpose, nature and management of the Religious Education taught and learnt in our school. It has been adopted by the staff of Claregate Primary School. This policy outlines the guiding principles by which this school will implement Religious Education. It is reviewed periodically.

### **The Importance of Religious Education**

Religion provokes and answers questions about what it means to be human arising out of and relating to different spiritual and cultural traditions. As all religions are concerned with human transformation, religion enables its adherents to understand the world in terms of a transcendent dimension to life.

Consequently religious education is a focus within the curriculum for:

- Provoking challenging questions about the ultimate meaning and purpose of life, issues of right and wrong, the nature or reality, beliefs about God and what it means to be human.
- Developing pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views, which offer answers to such questions.
- Enhancing pupils' awareness and understanding of religious beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures.
- Offering opportunities for personal reflection and spiritual development by encouraging pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and question of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encouraging pupils to develop their sense of identity and belonging and enabling them to flourish individually within their communities, as citizens in a plural society and global community.
- Developing respect and sensitivity to others, in particular those with faiths and beliefs different from their own, to combat prejudice and promote discernment. Religious education thus has an important role in preparing pupils for adult life, employment and life-long learning

Wolverhampton Agreed Syllabus November 2015

### **Legal Requirements**

By law, religious education must be taught to all registered pupils in maintained schools, except to those withdrawn by their parents. It is a component of the basic curriculum to be taught alongside the national curriculum in all maintained schools. In all such schools, other than aided schools, it must be taught according to the locally agreed syllabus

### **The rationale for Teaching Religious Education**

The contributions of religious education to the aims of the school curriculum

**Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.**

Religious Education

- should be stimulating, interesting and enjoyable
- should promote the best possible progress and attainment for all pupils
- should develop independent and interdependent learning
- should contribute to pupils' skills in Literacy and ICT
- should promote an enquiring approach to issues of belief and truth in religion

- should enable pupils to evaluate thoughtfully their own and others' views, in a reasoned and informed manner

**Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare them for all the opportunities, responsibilities and experiences of life.**

#### Religious Education

- focuses on ultimate questioned and ethical issues
- enable pupils to appreciate their own and others beliefs and cultures and how these effect individuals, communities and societies
- develops pupils' awareness of themselves and others
- develops a clear understanding of religions in the world today
- enables pupils to learn about the way different faith communities relate to each other

#### Religious Education aims to:

- promote religious understanding, discernment and respect
- challenge prejudice and stereotyping
- explore the significance of the environment both locally and globally, and the role of humanity and other species within it
- promote pupils' self-worth, thus enabling them to reflect on their uniqueness as human beings to share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

#### **Religious Education at Claregate Primary School**

#### Aims and Objectives for the teaching of Religious Education at Claregate Primary School

It is our aim that by the time the children leave Claregate they will have developed the following skills and characteristics:

- A good level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge an
- d deep understanding across a wide range of religions and beliefs

#### **The main objectives that the curriculum is based around are:**

- 1. To understand beliefs and teachings*
- 2. To understand practices and lifestyles*
- 3. To understand how beliefs are conveyed*
- 4. To reflect*

## 5. To understand values

*These aims and objectives will be met through the RE curriculum.*

### Religious Education and British Values

Ideas that support the teaching of British Values will regularly occur in the teaching of Religious Education.

Democracy:

KS2 explain Britain's democratic system when covering topics about rules and laws.

Rule of Law:

Exploring the idea of rules generally, pupils may consider why we all have to follow civic law and then this may be contrasted with rules and guidance given by different religious communities.

Individual Liberty:

The idea of freedom of religious choices may arise as part of the rights of the individual.

Mutual Respect:

Hearing stories of people who have taken particular action because of their beliefs and actions that have been about equal treatment and respect.

Tolerance:

Learning about different beliefs requires openness to difference.

### The structure of the agreed syllabus for Religious Education

#### The Foundation Stage

For children in the Early Years, it is inappropriate to view the curriculum from the perspective of the learner as separate subjects. Therefore planned activities should fit into an interactive curriculum, both inside and outdoors, where learning is essentially first hand, explorative, active and fun. With this approach it is possible to integrate, link and extend different strands of knowledge, attitudes, values, understanding and experience that link into Religious Education.

#### Key stages 1 and 2

The Programmes of Study are designed in the same ways so as to ensure continuity and progression. The knowledge, skills and understanding focus on two key aspects of learning in Religious Education;

#### Learning about Religion

- Enquiry into and investigation of the nature of religion – its key beliefs, teachings and practices
- The impact of these on the lives of believers and communities and varying ways in which these are expressed
- The skills of interpretation, analysis and explanation
- Developing pupils' ability to communicate their knowledge and understanding using specialist vocabulary
- Identifying and developing an understanding of ultimate questions and ethical issues

#### Learning from Religion

- Pupils' reflection on and response to their own and others' experiences and their learning about religion
- Pupils' skills of application, interpretation and evaluation of what they learn about religion
- Communication of pupils' own ideas, particularly in relation to questions of

identity and belonging, meaning, purpose, truth and values and commitment

### Curriculum Management

The Subject Leader will facilitate the use of Religious Education in the following ways:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in History teaching and disseminating information to the rest of the staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

**Curriculum Map (Long Term Plan)**

<b>Subject:</b>	<b>RE</b>	<b>Co-ordinator:</b>	<b>Mrs V Ridgway</b>	<b>Year:</b>	<b>2015/16</b>
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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>1</b>	What can we learn about prayer from stories of Jesus?	Belonging to learn from Islam	What do people believe about God? (Christian)	What is it like to be Jewish?	Keeping the 5 Pillars of Islam	What will make Wolverhampton a more respectful community?
<b>2</b>	Questions that Puzzle Us	How and why are some books holy? Special stories of Christians and Muslims	Exploring Key Leaders: Sikhs and Hindus	Why does the Prophet matter to Muslims?	When, how and why do Christians pray?	Christian Aid and Islamic Relief: Can they change the world?
<b>3</b>	How can we find out about Christianity today in Wolverhampton?	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara	What is it like to be Hindu?	Why do some people think that Jesus is inspirational?	Hindu, Jewish, Islamic Prayer: What difference does it make?	Values: What Matters Most? (Christians and Humanists)
<b>4</b>	Belonging to learn from Sikhism	What can we learn from stories from the Bible? (Four stories of Moses)	What do we celebrate and why? (Christian, Muslim, Sikh and Hindu)	An enquiry into visiting places of worship	What can we learn from religion about temptation?	

**Inclusion**

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability or special needs, unless it is for reasons of the safety of themselves or others.

Religious education can make a significant contribution to inclusion, particularly in its focus of promoting respect for all.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented; pupils for whom English is an additional language; pupils from all religious communities and pupils from a wide variety of ethnic groups and diverse family backgrounds

**Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

**Recording of Religious Education**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities.

**Classroom Management**

Planning is completed on the school medium term plan pro-forma, which details learning objectives, differentiated pupil activities, whole class input, key vocabulary and assessment for learning questions. Alongside this, the Learner Profile section of the plan emphasises the skills pupils will need

Differentiation of activities is primarily through the 'All, Most, Some' method, where children are supported to choose their own learning path. Children with specific learning needs are catered for in all lessons.

Religious Education is a compulsory subject and will be taught from Nursery to Year 6.

From Year 1 to Year 6 the children will be taught 1 hour of Religious Education each week and this will be through a dedicated RE lesson and through daily acts of worship.

## **Recording, Assessment and Reporting**

### Assessment and Outcomes

This describes the knowledge, skills and understanding that most pupils should achieve after completing the unit, as well as what pupils working at a lower or higher standard should achieve. These are set out in terms of steps towards the outcomes of RE, related to the older eight levels of the attainment targets set out in the RE Agreed Syllabus. Teachers working with mixed-age groups will need to adjust the differentiated outcomes according to the different ages of the pupils following the same unit. The range of differentiated outcomes identified in these units should assist teachers in this process.

### Monitoring and Review

Religious Education will be monitored throughout the school by the RE Co-ordinator. SLT will also monitor Religious Education books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

## **Differentiation**

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the Wolverhampton Agreed Syllabus allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to Religious education are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

### **For our gifted and talented pupils we will expect:**

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple Religious enquiry.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within Religious Education for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

## **Resources**

Resources are stored within the relevant year group. All staff may access them, but they are responsible for their prompt and orderly return.

Mrs V Ridgway – March 2016