



WYE FOREST FEDERATION ST.BRIAVELS AND REDBROOK CHURCH OF ENGLAND PRIMARY SCHOOLS

Name of Policy _____

Date _____

Review Date _____

Signed _____ (Executive Headteacher)

Signed _____ (Chair of Governors WFF)

Date of Review: _____

Date of Review: _____

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Striving to Be the Best we can Be

Wye Forest Federation

St.Briavels and Redbrook Church of England Primary Schools

Religious Education (RE) Policy. September 2018

1 Aims and Objectives

1. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. In our Federation we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that might be the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.
2. We ensure that our Christian vision, "Striving to be the best we can be" explored through our core values of Respect, Compassion, Resilience and courage, underpins the teaching of RE in our Federation.

The aims of a religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigate and research skills and to enable them to make reasoned judgments about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

2. The legal position of religious education.

Our Federation's curriculum for religious education meets the requirements of the 1988 education reform act (ERA). The ERA stipulates that religious education is compulsory for all children, including those less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the governors. The religious education curriculum forms an important part of our Federation's spiritual, moral and social teaching. It also promotes education for

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citizenship. Our Federation curriculum is based on the Gloucestershire LA's agreed syllabus and it meets all the requirements set out in that document. We also use the Understanding Christianity Resource. The ERA states that the RE syllabus should reflect the fact that the 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.

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences in the ways that we teach about religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into both schools and talk to the children.

Children carry out research into religious topics. They study particular faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues working individually or in groups and research faith issues using IT where appropriate. Sometimes they prepare presentations and share these with other members of the school in worship.

We recognise the fact that all classes in our Federation 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. 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 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. Curriculum planning in religious education.

We plan our religious education curriculum in accordance with the Gloucestershire LA's agreed syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the Federation.

We carry out the curriculum planning in religious education in three phases (long term, medium term, and short term). The long term plan maps the religious education topics

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studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. If strong links can be made with our enquiry led curriculum themes e.g. India and Hinduism, then they are made, otherwise RE is taught as a discrete subject.

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. As we have some mixed age classes, we carry out the medium term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed syllabus but do not have to repeat topics.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

5. Foundation stage

- 5.1** We teach religious education 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 foundation stage of the national curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning goals, which under pin the curriculum planning for children aged three to five.
There is also a section of discrete RE in the Glos Agreed syllabus for Foundation stage.

6 Contribution of religious education to the teaching of other subjects.

6.1 English

Religious education 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 English lessons have religious themes or content, which encourage discussion, and this is one way of promoting the skills of speaking and listening. We also encourage the children to write and record information in RE lessons, which develops their writing ability and allows them to practise skills learnt in an English lesson context.

6.2 Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

6.3 Personal, social and health education PSHE and citizenship

Through our religious education 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

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democracy by teaching respect for others, British Values 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 society.

6.4 Spiritual, moral, social and cultural development

Through teaching religious education 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 Teaching religious education to children with special needs

- 7.1** In our Federation we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our Federation curriculum policy which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their My Plans

8 Assessment and recording.

- 8.1** 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. On completion of a unit of work, we record our assessments for each pupil and at the end of each year we assess the children's' progress against year group objectives
- 8.2** The subject leader regularly monitors the standard of work in RE books and facilitates Federation monitoring at staff meetings.

9 Resources

- 9.1** We have sufficient resources in our Federation to be able to teach all our religious education teaching units. We keep resources for religious education in a central store. There is a set of bibles for KS 2 and a collection of religious artefacts, which we use to enrich teaching in religious education. The Fes has a good supply of RE topic books to support the children's individual research.

10 Monitoring and review

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- 10.1** The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader presents the head teacher with an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement.
- 10.2** S/he has specially allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Signed: B Kilty

Date: September 2018