

Religious Education Policy 2018

School Vision

At Robert Peel Primary School we develop the children's knowledge and understanding of the major world faiths. 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 and staff within the school.

Subject Vision

The Religious Education curriculum forms an important part of our school's spiritual, moral, cultural and social teaching. Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. 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 religion.

It follows SACRE and Central Bedfordshire's Agreed Syllabus and it meets all the requirements set out in that document.

Aims and Objectives of Policy

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences by:
 - Developing an awareness of the fundamental questions of life raised by human experiences and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
 - Reflecting on own beliefs, values and experiences in the light of their study.
- 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 investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions.
- Develop a positive attitude towards living in a society of diverse religions and beliefs.
- Have respect for other peoples' views and to celebrate the diversity in society.

Teaching and learning

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 views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We aim to broaden their experiences through inviting



people of different faiths or parents into our school to talk about special events/celebrations /ways of life within their religion.

Resources

Religious artefacts and books are kept in a central store.

‘Open the Book’ assemblies.

Links to the local churches and leaders.

Religious books in the school library.

Parents, pupils and staff.

Class assemblies linked to the schools Learning Behaviours.

Whole school assemblies to celebrate major religious celebrations.

Assessment, Recording and Reporting

Teachers observe children in RE lessons and make assessments on what they observe. Teachers report their feedback in the moment and during the lessons, this is through verbal or written feedback, as is appropriate to the task set. Teachers compare observations on children’s starting point and finishing point in each individual unit of work to monitor progress using the 8 Level Descriptions of the attainment targets 1 and 2. Teachers report on this in reports annually, giving children an assessment on effort and ability.

Monitoring

The subject leader will be responsible for:

- Updating all policy statements and guidelines through a consultative process with staff.
- Keeping up to date with current best practice in RE teaching, and sharing this with staff.
- The storage and maintenance of resources.
- Supporting staff and providing guidance and access to any relevant training, as required.
- Monitoring pupil progress through learning walks, observations, planning scrutiny, book scrutiny, pupil talk and pow-wows, with subsequent feedback to staff and/or pupils.

SEND

Religious Education makes a significant contribution to educational inclusion, particularly in its focus on promoting respect for all and community cohesion. RE provides many opportunities for teaching and learning to challenge stereotypical views and to appreciate difference positively.

Effective inclusion involves teaching a lively, stimulating RE curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to RE.
- Meets all pupils’ learning needs, including those with learning difficulties or who are Gifted and Talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities, atheist, agnostic and other spiritual heritages, and pupils from a wide range of ethnic groups and diverse family backgrounds.



RE should be accessible to all pupils and can be achieved through the three National Curriculum principles:

1. Setting suitable learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Written by Sandra Milne October 2018