



## Winterton Junior School Religious Education Policy

This policy reflects the teaching of Religious Education in our school at present. The teaching of Religious Education combines the school ethos with the requirements of the North Lincolnshire Agreed Syllabus.

### The Nature of the Subject

As a school we aim to celebrate diversity and offer a welcoming and inclusive environment for all our pupils. We believe that Religious Education provides an opportunity to celebrate and foster awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus.

### Aims of Religious Education in our School

We aim to deepen the pupils' knowledge and understanding of religion and to contribute to the development of their beliefs and values.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens of a pluralistic and global community. Religious education has an important role to play in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

*Religious Education: The non-statutory national framework, QCA, London (2004)*

### Objectives

Through Religious Education pupils will be able to:

- Develop a knowledge and understanding of the beliefs, practices and institutions of Christianity and other major faiths
- To gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other
- To promote religious understanding, discernment and respect and challenge prejudice and stereotyping
- Explore and evaluate how beliefs and values affect their lives

These objectives develop pupils':

### **Investigative skills - explaining situations**

- looking for meanings
- raising questions
- assessing evidence
- analysing
- hypothesising
- classifying
- observing
- recording
- evaluating

### **Reflective skills**

Those which are a response to experience, making a personal response to new ideas in relation to the young people's own beliefs and values:

- stilling
- critically awareness of self and others
- reflecting on belief and experience
- considering evidence
- developing a sense of awe and wonder
- synthesising

### **Social skills**

Those which link to relationships with others:

- relating to others
- expressing oneself
- recognising emotive language
- respecting other viewpoints
- discussing
- listening
- co-operating
- being aware of others
- empathising

## **Planning for the delivery of Religious Education**

### **Legal Requirements**

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus.

## **North Lincolnshire Agreed Syllabus**

The agreed syllabus sets out a framework of teaching which identifies the relationship between the Attainment targets and Programmes of Study. It sets out at each key stage what pupils should be taught in religious education. There should be opportunity for reflection and response alongside the development of knowledge and understanding. The strands within the programme of study are inter-related in many ways. It sets out objectives which most children should know, understand and be able to do at the end of each strand and key stage. The programmes of study identify progression through a common core of content including mandatory aspects of Christianity which must be taught. It identifies key questions and assessment objectives which represent the minimum assessment to guarantee a balanced profile of attainment across the Attainment Targets and Strands.

## **Schemes of Work**

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. And form the basis for our planning, assessment and reporting. RE is taught in termly blocked units.

## **Religions covered**

Legal requirements make it clear that Christianity should be considered more than any one other principal religion. At Winterton Junior School we study:

- Christianity and Hinduism at Lower Key Stage 2
- Christianity and Islam at Upper Key Stage 2

At times it may be appropriate to dip into other major faiths to illustrate particular aspects of the Agreed Syllabus.

## **Teaching and Learning**

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning *about* Religions
2. Learning *from* 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. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. 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 truth and values and commitments, and communicating their responses.

## **Inclusion and Differentiation**

Inclusion and differentiation for SEND children are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one local RE visit every year.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. During Faith Week links are made between Religious Education and other curriculum subjects.

## **Short Term Planning**

Short term planning should identify aspects of the POS, objectives, activities, differentiation, resources, and assessment opportunities and should include comments about the pupils' outcomes and way forward for the next lesson where appropriate.

## **Delivery of RE**

RE is mostly taught as a discrete subject with links made to other curriculum areas where possible. RE is delivered in class based groups using a variety of teaching methods. These include:

- First hand experiences
- Visitors and visits
- Audio visual materials, ICT, posters
- Artefacts
- Activities should cater for different learning styles and link with other areas of the curriculum, e.g. art, music, drama and story. Teachers are encouraged to make RE as multi-sensory as possible.

## **Withdrawal from RE**

The rights of withdrawal from RE for pupils and teachers will be adhered to as stated in the ERA 1998. The parents should inform the Headteacher by letter of their wish to withdraw their child which should then be kept in the child's individual file. If a child is withdrawn from RE then discussion takes place between the Headteacher, parents and class teacher as to suitable provision for that pupil.

## **Neutrality of Staff**

Staff should ensure that they do not represent a particular faith or denomination when they are teaching about religions. The use of phrases such as 'Christians believe ...' 'Hindus believe ...' etc is to be encouraged.

## **Assessment, Record Keeping and Reporting**

Assessment is used to provide a coherent picture of children's progress in RE. Religious education aims to give young people opportunities to develop their knowledge and understanding of religion and contribute to the development of their beliefs and values. This is approached through the two attainment targets. Achievement of the attainment targets is monitored through the assessment of:

- the selection and application of appropriate knowledge
- the application of understanding
- the development of skills
- the ability to evaluate on the basis of evidence and argument

Assessment is an integral part of the planning, teaching and learning process. Clearly planned assessment opportunities based on well defined learning objectives with specific identifiable outcomes inform the teaching and learning process.

Success criteria may also be identified for the learning objectives to help to make recording more specific (some pupils... , most pupils... , some will

have progressed further and...) the outcomes then inform the future planning.

At the end of each Key Stage a judgement must be made as to how well the pupil fits the end of Key Stage descriptors.

Progress and achievement in RE is reported to parents at least annually. Report comments should be based upon the two attainment targets, the end of unit level descriptors and key assessment objectives.

## **Role of the Co-ordinator**

- To produce a policy for RE and update as necessary
- Produce and update suitable schemes of work reflecting the requirements of the Agreed Syllabus and the particular needs of the school
- Ensure implementation of the Agreed Syllabus and coverage of the POS
- Monitor the teaching of RE in the school and the work and assessment pupils
- Monitor continuity and progression in RE
- Be aware of staff development needs and play a role in the professional development and in service training of teachers with regard to RE
- Liaise with other subject co-ordinators, governors, cluster groups/feeder schools and advisory service
- Help in the induction of staff new to school, help and support teachers in relation to pupils, outside visitors, governors, advisers etc.
- Provide sustained leadership and direction in RE and act as a good model through own work and classroom
- Be aware of current development in RE and act as a source of information
- Organise and manage resources, ascertain needs, purchase, distribute and organise storage and maintain the stock

The RE co-ordinator at present is Mrs R Taylor

## **Monitoring of RE**

RE will be monitored by:

- Scrutiny of pupil's work
- Lesson observations
- Short term planning
- Displays of work

These will be evaluated as to whether objectives are met effectively, to give support and to highlight curriculum and staff development issues.

## **Resources**

We have many resources in school which include:

- Books, posters, videos
- IWB are used.
- Artefacts from different faiths. These must be handled with care and respect by pupils and teachers alike
- Resources should be returned to the appropriate storage area when not in use
- Visits and visitors should be used where possible to illustrate aspects of the schemes of work. Visitors should be briefed by the class teacher or RE co-ordinator about the purpose of the visit.

*RE Policy written by Ros Taylor: Autumn 2016*

*RE Policy accepted by staff: Autumn 2016*

*RE Policy Adopted by Governors: Autumn 2016*

*RE Policy Review date: Autumn 2018*