



Barlow Church of England Primary School

Religious Education Policy

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RELIGIOUS EDUCATION Policy

“Learning and growing in the grace of God.”

We aim to help all pupils understand the importance of religious beliefs and practices through theological enquiry in order to be religiously literate and reflect on their own place in the world.

INTRODUCTION As a church school, RE is a key part of our curriculum offering. Through rich and varied lessons and experiences, children can expect to acquire a thorough knowledge and understanding of the Christian faith and make links with other belief systems and world views. Through an enquiry approach based on Key Questions and exploration of primary sources, learners develop their religious literacy alongside their own beliefs and values. Our programmes of study are taught based on Understanding Christianity and the Derbyshire Agreed Syllabus. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. As a Church of England School we recognise that RE forms a fundamental part of the education children receive and as such, achievement should be comparable with other core subjects.

AIMS

The aims of Religious Education are:

- To enable pupils to know about and understand Christianity as a living and diverse faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Show an informed and respectful attitude to religions and world views in their search for meaning and links to their own personal faith.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

PRINCIPLES OF TEACHING AND LEARNING

Differentiation and practice in religious education will reflect whole school policy and encompass the full range and ability including the most and least able. For all children, resources will be accessible and appealing. They will focus on religious practice and are illustrated by the use of religious artefacts. The full

range of strategies to achieve differentiated learning will be employed including task, outcome, resource, support and pupil grouping. It is the teacher's responsibility that all pupils are able to think deeply and reflect on reflect regardless of ability.

Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher.
- Reading of texts.
- Researching ideas in books and online.
- Discussion with the teacher and other pupils.
- Pair and group work.
 - Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Breadth and Balance

Although work on Christianity will predominate at both key stages, there will be work in depth on other world religions. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise. They should be able to evaluate personal values and be developing respect for diversity – especially in the context of modern Britain. To encourage deep thinking, teachers may establish clear links and hooks between elements of religious belief and practice and aspects of children's own lives.

Cross-curricular skills and links

It is the teacher's responsibility to make cross curricular links where appropriate. Religious education is recognised a core subject and as such makes a contribution to the development of general educational abilities e.g. literacy, seeing the world through other peoples' eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a major contribution to pupils' spiritual, moral, social and cultural development. It addresses issues, which arise in a range of subjects such history, science or geography. Personal, social and emotional education is both explicit and implicit in our teaching of RE. As it is concerned with values and behaviour, religious

education can make a significant contribution to education and citizenship. Children in our school are encouraged to express their learning in a variety of forms which include art and music. Pupils use their computing skills for research, creating displays or demonstrating their learning.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity.

Assessment, Recording and Reporting Assessment in religious education will:

- Be carefully planned, based on opportunities identified through the syllabus and staff planning informed by the needs of the learners. E.g. Are children ready for 'digging deeper'? Or do we need another lesson to understand the core text?
- Be directly related to objectives and targets set out in the Derbyshire Agreed Syllabus and Understanding Christianity.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes, which the subject seeks to develop.
- Termly assessment recorded using RE Assessment Grid, using objectives from Understanding Christianity. Children are summatively marked.
- Each child has their own religious education book which will form the basis of feedback to pupils and annual reports to parents and also serves as a record of achievement.

Role of the Co-ordinator

The Co-ordinator will:

- Seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Derbyshire Agreed Syllabus
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available and what standards of attainment are expected at the end of each key stage.
- Support colleagues and develop their subject expertise.

- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality of effectiveness of the delivery of the subject, pupils' progress and standards of achievement.
- Seek opportunities for professional development for themselves and other staff.
- Order resources where appropriate to support RE as a core subject.

Resourcing For Christianity, the School makes use of guidance material produced by the diocese and closely connected associations e.g. Barnabus in Schools. The main resource for the curriculum is Understanding Christianity planning and resources, which is available as a hard copy and online. Kept with Understanding Christianity is 'Picturing Christianity'. Religious education will be funded to enable a full range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music, CDs, DVDs, website subscriptions and artefacts. All resources will be listed, stored, be easily accessible and kept in good condition. Resources will be available for both staff and pupils on all major religions studied. Funding will also allow visits to different places of worship and provide INSET for all staff.

Parents Right to Withdraw Pupils from Religious Education

From the time of the 1044 Education Act, parents have had the right to withdraw their children from Religious Education. The School must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.