

**Coalbrookdale & Ironbridge C.E. Primary
School**

Policy:

Religious Education

Reviewed Autumn 2015

Member of staff responsible: S Blackburn

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Religious Education (RE) Policy

1 Aims and objectives;

We are a Christian School where every child matters, is valued and is able to shine

The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum.

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Coalbrookdale and Ironbridge C.E. Primary School 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 are 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.

1.2 The aims of 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 investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

2 The legal position of religious education

2.1 Our school 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 in the reception class who are 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 school governors. The religious education curriculum forms an important part of our school's spiritual, moral and

social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Telford and Wrekin LA's Agreed Syllabus and it meets all the requirements set out in that document. 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

- 3.1** 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.
- 3.2** 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 at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- 3.3** Children carry out research into religious topics. They study particular religious 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 by working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.
- 3.4** We recognise the fact that all classes in our school 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

- 4.1** We plan our religious education curriculum in accordance with the Telford and Wrekin 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 school.

- 4.2 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 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.
- 4.3 Our medium-term plans give details of each unit of work for each term. The RE subject leader and head-teacher keeps these plans on a regular basis.
- 4.4 The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson.

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, religious education 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 Foundation Stage curriculum which underpin the curriculum planning for children aged three to five.

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 Literacy sessions have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

6.2 Information technology (IT)

We use IT where appropriate in religious education.

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 democracy by teaching respect for others 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 pluralistic 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 multicultural 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 school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school 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 provision maps.

8 Assessment and recording

‘A wealth of educational research informs us that ongoing formative assessment is far more powerful than summative assessment in terms of enhancing learning and that there is a danger that summative assessment can undermine the benefits of formative assessment’ (Hertfordshire SACRE).

A useful website is <http://www.reonline.org.uk/assessing/how/>

- 8.1** We assess children’s work in religious education by making informal judgements as we observe them during lessons; the responses and views they express with regard to faith and lifestyle. We target one piece of work during a module for assessment. We follow our school marking policy when making assessments in RE and expect standards of written work to be as high as in English lessons.
- 8.2** RE displays, photographs, responses and reflections are captured to enable us to assess pupils knowledge understanding and progress. Questions to support formative assessment are built into our locally agreed syllabus and these are used to enable staff to ensure pupils are making progress.

9 Resources

- 9.1** We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each world religion. There is a set of Bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books.

10 Monitoring and review

- 10.1** The RE coordinator is responsible for monitoring the standards of the children’s work and the quality of the teaching in religious education. She 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 RE coordinator prepares an annual report which evaluates the strengths and weaknesses in the

subject and indicates areas for further improvement. She has specially-allocated time for carrying out the important task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.