

Religious Education: policy statement

Rationale: Foundation Stage

Religious education is statutory for all pupils registered on the school roll. The statutory requirement for Religious Education does not extend to F1. Children in F2 have, however, a legal entitlement to RE in line with the Agreed Syllabus.

At West Road, pupils in F1 and F2 will be given opportunities to meet the appropriate Development Matters and Early Learning Goals.

The Prime Area of PSED and specific area of Understanding the World are covered throughout Foundation Stage.

For a detailed overview see Appendix 1. Development Matters.

Foundation stage will cover the following festivals:

Harvest

Diwali (Hinduism)

Christmas (Christianity)

Easter (Christianity)

Chinese New Year

Foundation Stage will also teach a range of stories including, The Story of Creation, The Good Shepherd and Noah's Ark.

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Rationale: Key Stage 1 and Key Stage 2

Religious education is a legal requirement as part of a broad and balanced curriculum. It should be taught to all pupils other than those withdrawn at the specific request of parents / carers. It makes a valuable contribution to the personal, social, spiritual, moral and cultural development of pupils.

Teachers have the legal right not to teach RE, however it is the responsibility of the Head teacher to ensure provision for the subject.

Aims

- To develop pupils knowledge and understanding of, and their ability to respond to Christianity and other principal religions
- To explore issues within and across faiths, so that pupils learn to understand and respect different religions, beliefs and traditions, including ethical stances and their influence on individuals, communities, societies and cultures.
- To encourage pupils to consider questions of meaning and purpose in life
- To help pupils learn about religious and ethical teachings so that they are enabled to make reasonable and informed judgements on religious, moral and social issues.
- To prepare pupils for life in a plural society.
- To develop pupils skills of enquiry and response.
- To encourage pupils to reflect upon and evaluate their beliefs, values and practices.

Objectives

- To develop pupils' knowledge and understanding of Christianity and other world faiths and ethical life stances as required by the locally agreed syllabus and the schools agreed medium term plan.
- To promote the skills and processes of investigation, interpretation, reflection, evaluation, analysis, synthesis, application and expression as noted in the locally agreed syllabus.
- To develop the key skills of communication and problem solving.
- To develop the ability to work both independently and with others.
- To promote attitudes such as fairness, respect, enquiry, commitment and self-understanding.

Policy in practice

Content

As a minimum entitlement, Christianity and some world faiths and ethical stances are taught by the agreed medium term planning alongside the locally agreed syllabus.

Aspects of other religions are introduced as part of a wider curriculum for example; geography, history, art, music, or in response to the family backgrounds of pupils at the school.

The time allocation

RE is allocated *5% of total curriculum time. This is a legal requirement and reflects the status of RE as an extended core subject.

***this equates to one hour per week and does not include time set aside for collective worship (whole school / class assemblies)**

Key stage 1

RE will take up 5% of the teaching timetable. 60% (24 weeks) of this time will be used to teach the Christianity objectives. The remaining 40% (16 weeks) will be used to teach one other world religion from the locally agreed syllabus and Humanism objectives.

Key stage 2

RE will take up 5% of the teaching timetable. 50% (20 weeks) of this time will be used to teach the Christianity objectives. The remaining 50% (20 weeks) will be used to teach the other world religions from the locally agreed syllabus and Humanism objectives.

Organisation

RE is taught as a discrete subject by class teachers although links are made with other subjects where appropriate.

Planning

- Long term plans, showing an overview of the subject are prepared by the subject leader, based on the content of the requirements of the locally agreed syllabus.
- Medium term planning is also the responsibility of the subject leader.
- Short term planning is the responsibility of the class teacher.

Teaching and learning

A wide range of approaches is used, including the use of artefacts, oral and written work, research, ICT and creative stimuli including music, poetry, food technology, visits to and visitors from places of worship. Opportunities are given to work both independently and collaboratively. Homework may be given to reinforce school based learning, in line with school policy.

Assessment recording and reporting

Assessment recording is the responsibility of the class teacher. Assessment is carried out with reference to the 8 level scale in the locally agreed syllabus. O track is used as an assessment tool to record pupils' progress and identify gaps in learning. Assessment for learning is used as a tool to support planning and target setting in order to raise pupils' achievement. Assessment is carried out through observation, discussion, sampling of general work in RE, and through specific tasks designed for assessment where appropriate. Standards in RE are reported to parents / carers in annual reports.

Links

Links are made with literacy, reflecting guidance in the locally agreed syllabus. RE makes an effective contribution to PSHE and provides opportunities for pupils' spiritual, moral, social and cultural development. ICT is used to enhance RE and provide opportunities for research and presentation of work. More guidance on all of these aspects is included in the locally agreed syllabus.

Inclusion: (SEN / gifted and talented / equal opportunities)

By adapting the scheme of work, teaching methods and resources and by provision of support, the school provides for pupils of all abilities and backgrounds in line with school policies and in accordance with the locally agreed syllabus.

Health and safety

Account is taken of the school policy. This applies most particularly to the handling of artefacts, and when pupils are taken on visits to places of worship. This also applies to the checking of the suitability of visitors into school (this is the responsibility of the person inviting the visitor into school).

The role of the subject manager is to:

- Prepare and review documentation.
- Offer support and advice to colleagues.
- Keep records of CDP.
- Keep records of development needs of the school.
- Develop and maintain an attractive, relevant and up to date collection of resources and arrange storage with easy accessibility for staff.
- Undertake a curriculum audit of resources and resource equipment and budget accordingly.
- Develop and maintain links with subject managers in the local cluster of schools, the local authority, parents / carers, the school governors and representatives of faith communities.
- Develop an action plan for the future improvement of the subject, based on an audit of strengths and areas for development and with reference to current assessment protocols.
- Advise the head teacher of future needs.

The role of the class teacher is to:

- Plan lessons that implement the schemes of work in relation to the locally agreed syllabus and foundation stage guidance.
- Provide a range of opportunities and learning situations for pupils using a variety of resources and stimuli.
- Provide a range of opportunities for assessments in RE. AFL (discussion with pupils, self-assessment using the traffic light system, thumbs up, peer assessment, two stars and a wish) and incorporating targets and next steps set by the teacher.
- Mark all pupils work in accordance with the schools marking policy.
- Report annually to parents / cares on pupils achievements in RE.