

Woodcroft Primary School



Religious Education Policy

Audience: All staff

Date of issue: September 2017

POLICY FOR Religious Education (R.E)

September 2017

Review Date: September 2018

R.E. Coordinator: Jacqueline Valoti – Assistant Head

Introduction

This policy document sets out the schools aims, principles and strategies for the delivery of RE throughout the school in line with the Barnet Agreed Syllabus for Religious Education.

The legal status of Religious Education

Religious Education has been part of the curriculum since 1944. The content of what should be taught has always been decided locally in our case locally means the London Borough of Barnet. In 1988 when the National Curriculum was created, Religious Education remained as a statutory requirement for schools to provide for all registered pupils (unless withdrawn by their parents). It also remained primarily a local concern, with each LEA now required to set up a Standing Advisory Council for Religious Education to monitor RE, and to offer advice to the LEA on the teaching of Religious Education in schools and collective worship. The current Barnet Agreed Syllabus for Religious Education was published in 2007 for implementation in September 2008. As of September 2016 there have been no changes to the Barnet Agreed Syllabus for Religious Education.

Aims and Objectives

At Woodcroft Primary School, through the teaching and learning of R.E. we aim to provide our pupils with opportunities to:

- extend their knowledge and understanding of Christianity and other world faiths, and of ethical beliefs
- begin to develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith, respect those with a faith different from their own as well as those who do not have a faith
- celebrate the richness of living in a religiously diverse society
- begin to develop the ability to make reasoned and informed judgements about religious and moral issue

- learn through developing an understanding of other faiths to respect that other people may have a different view of religion to their own, and celebrate diversity within our society.

Teaching and learning

At Woodcroft Primary School we base our teaching and learning style in R.E. on the key principle that good teaching in R.E. provides opportunities for our pupils to learn about and from religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values, and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes studied within the R.E. curriculum and share these within the class where appropriate.

Our teaching in R.E. encourages the children to build on their own experiences and to extend their knowledge and understanding of the main religions and traditions studied. We use their experiences of religious festivals such as Easter, Diwali, Hanukkah and Eid to develop their religious thinking with a focus on learning from religion. Each year group is encouraged to visit a place of worship, and we are in the process of developing representatives from a range of religious groups to come into school and talk to the children.

Pupils carry out research into religious topics. They study the main religious faiths and compare the religious views of different faith groups in areas of religious education such as rites of passage or festivals. Pupils investigate religious and moral issues either individually or in groups. They have opportunities to prepare presentations using IT and share these in assemblies.

R.E. curriculum planning

RE is a foundation subject in the curriculum. We plan our RE curriculum in accordance with the requirements of the Barnet Agreed Syllabus and the guidance of the Local Standing Committee for Religious Education (SACRE). We ensure that the areas studied in RE build on prior learning. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the pupils an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in line with the Barnet Agreed Syllabus for Religious Education. As the school develops creativity across the curriculum the RE subject leader liaises with colleagues to incorporate opportunities to teach RE in a more creative way where topics have been identified as good opportunities to make the teaching of RE more meaningful and relevant. Within the creative learning journey our aim is to identify and develop opportunities for RE to contribute significantly to the teaching of other curriculum areas.

Our medium-term plans give specific details of each unit of work for each term together with very detailed lessons with key questions, learning objectives, attainment targets, outlined lessons, key words and resources available. The RE subject leader keeps and reviews these plans on a regular basis. The short-term plans learning objectives are outlined on a creative learning journal planning wheel by the class teacher. The class teacher plans for each lesson using the detailed medium term plans provided by the RE subject leader and resources available.

Differentiation and SEN

Together we aim for all our pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices; creating a secure, accepting, collaborative community where everyone feels valued.

Towards an appropriate curriculum for everyone; where we accept our responsibility to provide broad and balanced learning experiences for all pupils, and groups of pupils, based on the three principles set out in the National Curriculum of: Setting suitable learning challenges, responding to the diversity of needs and overcoming potential barriers to learning and assessment.

Success is expected for every pupil, to reach their full potential, recognising their own strengths and celebrating the achievements of others.

We recognise that all classes in our school have pupils of widely differing abilities. To meet the needs of all our pupils we provide suitable learning opportunities by matching the challenge of the task to the ability of the child. Class teachers plan to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We aim to enable all pupils to have access to the full range of activities in the learning of R.E. Where pupils are to participate in learning activities outside the school, for example a visit to a Church, Mosque, Mandir, Gurdwara or Synagogue, we carry out a full and detailed risk assessment prior to the visit. This ensures that the learning activity is safe for all our pupils.

The Early Years and Foundation Stage

We teach RE to all pupils in the school, including those in the EYFS. In the EYFS R.E. is integrated into the EYFS Framework 2014.

Aim@Woodcroft

Religious Education together with PSHE and SMSC provide opportunities for our pupils to consider and respond to questions concerning the meaning and purpose of life. They develop the skills to recognise the difference between right and wrong through the study of moral and ethical questions. Pupils have opportunities to learn about and reflect on important concepts and experiences, for example coming together for family and community celebrations, experiencing rites of passage for some pupils and enjoying diversity together. Our pupils have opportunities to explore issues of religious faith and values and, in so doing, they develop their own knowledge understanding of the cultural context of their own lives.

Assessment

Pupils demonstrate their learning in RE through a variety of different ways. We plan for learning opportunities through drama, hot seating, group discussions, visits and visitors and using computers. Pupils might, for example, act out a famous story from the Bible, produce a PowerPoint presentation based on their investigation of an aspect of RE. Teachers assess individual work in R.E. by making informal judgements as they observe them during lessons and mark their work. This information is used to assess the achievement of each pupil for the areas studied. The R.E. coordinator keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

Resources

We have a wide range of resources for all faiths in our school to support teaching and learning. Each year group has a box containing the required resources for the year. We celebrate religious festivals with a display table in our Foyer.

Health and Safety

Pupil and staff health and safety is of paramount importance. Specific details are available in the schools Health and Safety Policy and Guidelines.

Monitoring and Review

The coordination and planning of the RE curriculum is the responsibility of the R.E. coordinator. It is also the role of the R.E. coordinator to support colleagues in their teaching and modelling R.E. lesson as requested

The quality of teaching and learning in RE is monitored and evaluated by the R.E. coordinator as part of the school's agreed cycle of monitoring and review.

The R.E. Policy and Guidelines will be reviewed yearly by the R.E. Coordinator and updated as necessary.

Signed:

Date: