

SCHOOL POLICY FOR RELIGIOUS EDUCATION

Co-ordinator:
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Buddy:
Jean Bews

Date Adopted:
November
2014

Review by
Autumn 2018

How the Policy developed

This policy developed as a result of the whole staff curriculum rolling program review.

How it relates to the School Development Plan

The SDP rolling programme for 2013/14 highlights a review of the RE policy.

The Head and RE co-ordinator will monitor the policy.

R.E. was inspected under a Section 24 inspection in the Autumn term 2010 and was graded outstanding.

Key Targets for the Period to the Date of the Policy review

- To follow the Shropshire agreed syllabus for R.E. throughout the whole school (revised and agreed in 2014).
- To develop use of and reference to the 5-level primary attainment scale.
- To evaluate work across key stages.
- To audit and increase resources and maintain a well accessed central resources area.
- To develop the incorporation of the two attainment targets (Learning about Religion and Learning from Religion) into planning and delivery of RE.
- To develop awareness of opportunities for spirituality and philosophy across the curriculum (see *Appendix 1*).
- Update long-term planning as appropriate.

Tasks

To introduce policy to staff.

To present policy to the Curriculum Committee.

To continue to develop the scheme of work.

To continue to increase resources across the school.

To monitor children's work across the school, with particular reference to assessment criteria, and add levelled samples to portfolio of work.

To investigate and keep a record of RE and Worship websites.

To create and monitor termly Worship rota.

Action Group

Staff

Co-ordinator

Co-ordinator

Co-ordinator

Co-ordinator

Co-ordinator

Co-ordinator/Buddy

Timescale

Summer 2014

Autumn 2014

Ongoing

Ongoing

Ongoing

Ongoing

Ongoing

Cost

Within constraints of RE budget

Intentions			
<ul style="list-style-type: none">• To adopt this whole school policy for Religious Education, ensuring continuity, progression and challenge between classes and key stages.• To provide pupils with opportunities to learn about religious beliefs and practices, and to encourage pupils to express responses to these, applying them to human experience.• As a Church School to continue to acknowledge the value and importance of RE throughout the whole school.• As a Church School to maintain a Christian ethos and links to the Church of England.			
Aims and Objectives			
Aims			
<ul style="list-style-type: none">• To ensure that pupils have the opportunity to learn from religious beliefs, ideas and feelings in order to develop their own ideas of meaning and purpose. Pupils should also be given the opportunity to consider humanist/atheistic viewpoints, in line with the National Framework for RE.• To widen and deepen pupils' understanding of their relationship to the world.• To reinforce multicultural understanding.			
Objectives:			
<ul style="list-style-type: none">• To follow a whole school policy in accordance with the Shropshire Agreed Syllabus (2014 revised version), and the National Framework.• To raise and deepen awareness of the inner self, and to reflect upon life experiences.• To encourage pupils to explore their own and others' beliefs and traditions and to teach similarities and differences, recognising that all are interpretations of, and responses to, reality.• To encourage sensitive responses to the experiences and feelings of others, and to respect other people's values.• To equip pupils with freedom of thought and expression.			
Principles of Teaching and Learning			
<p>The relationship between policy and practice is understood.</p> <p><i>The role of the teacher:</i></p> <ul style="list-style-type: none">• As part of a Church School to provide a Christian ethos within school, reinforced through everyday conduct and example, worship, story, festivals and celebrations, whereby pupils are introduced to ideas, beliefs and moral standpoints of Christianity, and other religions and world-views.• To include opportunities for spiritual development throughout the curriculum as appropriate.• To develop empathic, reflective and thinking skills in pupils.• To provide effective learning opportunities which challenge and motivate all pupils.• To set high but realistic expectations which enable children to achieve at their own level whilst encouraging them to practise, develop and extend the skills and knowledge which they have learned.• To provide pupils with a variety and range of teaching approaches e.g. through discussion, exploration of artefacts, role-play, textual study, questioning, enquiry and reflection.			

Equal Access and Outcome

The Equal Opportunities Policy will be adhered to, ensuring an entitlement for all to fully develop their potential, with all pupils having access to the full range of activities and experiences.

Health and Safety

- The health and Safety Policy will be adhered to.
- School visits will be planned carefully with regard to the requirements for educational visits.

Implementation

The policy will be implemented following consultation with staff and governors. All staff will have an Agreed Copy of this policy document during the summer term of 2014.

Delivery of the policy will be monitored by the Co-ordinator and buddy.

Allocated time per year:

Foundation Stage: RE in Foundation is embedded within knowledge and Understanding of the World.

Reception: 18 hours. Although RE in reception may be linked to Foundation Knowledge and Understanding of the World, our two year rolling program links reception RE with Y1/2 units. For Foundation Stage and reception Guidance see The Agreed Syllabus .

Years 1 and 2: 25-30 hours per year.

Years 3, 4, 5, 6: 35 hours per year (equivalent to 1 hour per week).

Breadth of Study:

Reception/KS1 – Christianity and 1 other (currently Judaism)

KS2 – Christianity and 2 others (currently Hinduism and Islam)

Other religions and world-views may be taught as enrichments.

The Attainment Targets (Agreed Syllabus)

AT1 Learning about religion : concepts

AT2 Learning from religion: areas of enquiry

Belief

Personal understanding

Guidance

Relationships

Worship/celebration

The Natural World

Religious lifestyles

Personal belief and expression of belief

The symbolic

Continuity and progression

- Planning grids at both key stages and reception show the continuity and progression. See *Appendix 2*. The 5-level scale also indicates progression.

Resourcing

Resources will be updated as appropriate, and kept centrally.

The Badger RE scheme is used to support delivery, where appropriate. It links to QCA units of work.

Assessment and Reporting

It is appropriate in RE to judge the extent to which pupils' understanding is based upon accurate knowledge, understanding and developed skills. Assessment will also seek to identify pupils' capacity for developing and expressing personal views and beliefs clearly and thoughtfully, and for appreciating the opinions of others. Assessment should also inform future planning.

QCA published in 2004 'national expectations for RE' with 5 levels of attainment at KS1 and KS2. A version of these levels appears in the guidance of the Shropshire Agreed Syllabus. They have been divided up into 'signposts and milestones', and 'steps'. The steps are a summative judgement and are most appropriate at the end of year or key stage e.g. if a pupil stands on step 4 then National Expectation level 4 has been obtained. Members of staff have copies of the QCA levels. Staff agreed to use these informally, to assist with planning, learning expectations and report writing. There is no requirement to use the levels to assess individual pieces of work. The co-ordinator uses them to assess attainment and progress throughout school.

Formative assessments may be written on individual pieces of work. Report writing is seen as a record of summative assessments, matched to learning outcomes and with national expectations in mind. Parents have the opportunity to discuss pupil progress at parents' evenings.

Summary

This policy emphasises the school's Christian character, whilst encouraging exploration of diverse world-views. It takes into account the two RE Attainment Targets – Learning about Religion, and Learning from Religion. These have been incorporated into our Intentions, Aims and Objectives, and Assessment criteria.

The long and medium term planning grids link the Shropshire Agreed Syllabus and QCA materials, giving a firm and broad foundation from which to plan.