

Newbold and Tredington C of E Primary School



CREATING A CHANCE TO SHINE EVERYDAY

R.E.Policy
October 2018
To be reviewed October 2021

The purpose of this document

By law, Religious education is compulsory for all registered pupils in full time education, except for those withdrawn at the wish of their parents or guardians. Newbold and Tredington C of E Primary School follows the Warwickshire agreed syllabus for Religious Education and therefore promotes the “spiritual, moral, cultural, mental, and physical development of pupils and society”(Education Reform Act 1988).

The syllabus also reflects “The fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principle religions in Great Britain” (Education Reform Act 1988).

The policy for RE should be read in conjunction with the School’s Long Term Plan for RE, the Scheme of Work, which sets out what pupils in different year groups will be taught and the policy for Collective Worship. Also the Executive summary from the Church of England. (https://cofefoundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf)

Planning the RE Curriculum

Planning is the responsibility of the Class Teacher together with help from the RE Co-ordinator. We plan our religious education curriculum in accordance with the Warwickshire Agreed Syllabus.

Planning is used to

- set clear achievable goals:
- ensure work is matched to pupils' abilities, experience and interests.
- ensure progression, continuity and subject coverage throughout the school:
- provide criteria for assessment and evaluation of teaching and learning.

The aims of religious education are to enable pupils:

- to develop awareness of the spiritual and moral dimensions of life experiences, identify questions and issues which they raise, and respond in a variety of ways to them;
- to develop knowledge and understanding of Christianity and other principal religions and value systems represented in Great Britain:
- to develop understanding of what it might mean to be committed to a religious tradition;
- to reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their studies;
- to have the confidence in their own viewpoint whilst engaging in open and honest enquiry; respecting the right of others to hold beliefs different from their own in a religiously diverse society.
- to explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
- to consider questions of meaning and purpose in life.
- to learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.

Each of these aims contributes to the spiritual, moral, social and cultural education of pupils.

As the Class teacher plans the teaching of RE, they will consider how the curriculum will be differentiated.

Consideration will be given to:

- 1) pupil groupings, e.g. ability or mixed ability groups ;or group, paired or individual activities:
- 2) resources, e.g. different equipment for different levels of ability:

- 3) pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson to meet the needs of different levels of ability;
- 4) other opportunities, e.g. extra - curricular activities, club links and interest groups, for the development of understanding.

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks according to their level of ability.

Differentiation by outcome is achieved by setting tasks, which are suitable, and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged and those with SEN to achieve with confidence.

Teachers' written curriculum plans will be monitored by the RE Coordinator, who will also provide support where necessary.

Progress in RE can be characterised by

- acquiring wider and more detailed knowledge of religious beliefs and practices;
- deepening understanding of the meaning of stories, symbols, events and practices;
- more fluent and competent use of religious language and terminology;
- increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.
- development of the ability to explore, reflect and respond in ever more profound ways.
- making links between life - experience and religious traditions and beginning to apply greater logic.

As they move through Key Stages 1 and 2, children progress from using everyday language to increasingly precise use of religious vocabulary. They move from a personal knowledge of a few areas of RE to understanding a wider range of areas and the links between them.

They progress from unstructured exploration to more systematic investigation of questions; also from identifying what is of value and concern to themselves or others to asking questions and suggesting answers to moral and religious questions.

The role of the RE Co-ordinator

The RE Co-ordinator is responsible for the development and monitoring of the RE curriculum. She plans work with teachers and reviews and contributes to their planning. She is responsible for updating the school's policy and Scheme of Work, and Subject Action Plan contributing to the LIP. She will also monitor the schools long term plan to ensure it covers a wide and varied curriculum that reflects the pupil's beliefs, but also that of the local community.

She assists staff by leading staff meetings; planning and leading inservice training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating she analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Equal opportunities

All children have the same access to RE activities regardless of their gender, race or cultural background. They have an entitlement to respect for their religious/non-

religious standpoint and there should be no assumptions made about religious or non religious beliefs and cultural background.

Special Educational Needs

In accordance with the Special Needs Policy children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs where it affects their ability to take part in RE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behaviour disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the RE Co-ordinator and the Special Needs Co-ordinator.

Classroom organisation and Teaching Style

Within classes pupils are taught as a class, within a group and individually according to the learning task. A variety of appropriate teaching styles are utilised for each lesson.

Assessment and Record Keeping

On going assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match tasks set to the abilities and needs of the pupils as they progress. Class teachers will assess at the end of each module, then put these results onto a whole class assessment which will be kept by the RE co-ordinator. Class Teachers will then use the assessments to feed into the End of Key Stage Outcomes.

RE does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.

This policy was adopted by Governors in October 2018 and will be reviewed either as necessary or every three years.