

Ulcombe Church of England Primary School



Religious Education (R.E.) Policy

At Kingswood Primary School this policy will be delivered through our key values of:

Collaboration Enjoyment Fairness Honesty Respect Success

At Ulcombe CE Primary school this policy will be delivered through strong links made to our Christian values of:

Forgiveness Thankfulness Trust Friendship Endurance Compassion

At Leeds and Broomfield CE Primary School this policy will be delivered through strong links made to our Christian values of:

Empathy Generosity Selflessness Curiosity Forgiveness Honesty

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Religious Education (RE) Policy

Aims and objectives

The principal aim of RE is to promote the spiritual and moral growth of pupils in terms of developing awareness of themselves and consideration for others, demonstrating tolerance of differing creeds and races. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people.

At Ulcombe Church of England Primary School we develop an appreciation for the natural world and a sense of community through shared beliefs and values. We aim to help pupils to develop and acquire knowledge and understanding of Christianity and other principal religions in this country.

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 (AT2) as well as *about* (AT1) religions and to make reasoned informed judgements about religious and moral issues.

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.

The Legal Position of Religious Education

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. RE has equal status and standing with the Core and Foundation subjects of the National Curriculum. 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. It remains the responsibility of the school to supervise that child during the lesson time. 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 Canterbury Diocesan Units of Work (REAct) 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

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that it should, at the same time, take account of the teachings and practices of other major religions represented in Great Britain. In this church controlled school we teach about Judaism, Hinduism, Sikhism and Islam in addition to Christianity across both Key Stages.

Long-term planning

We have a rolling programme as we have mixed aged classes. The following shows which units each class follows:

	Owlets	Little Owls	Barn Owls	Tawny Owls
Cycle 1 (2015-2016)	EYFS	Year 1 plan	Year 4 plan	Year 5 plan
Cycle 2 (2016-2017)	EYFS	Year 2 plan	Year 3 plan	Year 6 plan
Cycle 3 (2017-2018)	EYFS	Year 1 plan	Year 4 plan	Year 5 plan

Medium term planning

We plan our religious education curriculum in accordance with the Diocesan units of work as outlined in the medium term plans adopted from the Diocese. Medium term planning for each class should be the Diocesan units of work (appropriate unit according to the school's long term planning) These Diocesan units of work can be found in the central RE Planning and Assessment folder.

However, teachers in all classes for every year group/cycle will need to plan the assessment activity into one of their week's lessons; this needs to be simply identified at this stage.

The Medium term plans will therefore be the Diocesan units with Class Teacher annotation to highlight where the assessment lesson will fit in on them (typed or written on). These Diocesan units may therefore have some lessons merged to make room for the additional assessment lesson.

Weekly planning/lesson plans and weekly formative assessment

Please also see our Learning and Teaching Policy.

We formatively assess pupil's progress in religious education by making informal judgements as we observe them during lessons. We also mark a piece of work once it has been completed as we comment as necessary. Marking happens every lesson using the two star and a wish model in line with other core subjects of English, Maths and Science. This formative assessment is then used to guide our planning and differentiation for the next lesson (and perhaps beyond) and the progress of each child. Each lesson plan should be based upon the learning achieved in the previous lesson and therefore the specific needs of the specific pupils at that specific time. Differentiation may also alter across a topic/term according to the needs of the pupils from previous lesson/s. Assessment made from lesson to lesson may be recorded if the teacher wishes in any way they wish, but evidence of it should be apparent in the progression from one lesson plan to the next.

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Every lesson should be planned so that the lesson begins and ends with the AT2 element of the learning with the AT1 element happening within.

Weekly planning (using the Diocese plans can be written/used in the way in which each teacher finds to be best for them; however, all weekly plans should cover the following criteria:

- LO - AT1 and AT2 (may be different for different pupils according to differentiation but may not be)
- WILF – (may be different for different pupils according to differentiation but may not be)
- Differentiation (at least three ways)
- Content/required information
- Activities
- Teachers may wish to include a column for formative assessment made, in preparation for the next lesson, but this is up to them. Evidence that this is happening should be apparent in lessons plans.

All weekly plans should be kept in hard copy in a separate folder by the class teacher and should be accessible at 24 hours notice. This folder should be for the current term; previous terms' weekly plans should be archived in hard copy at school and should be accessible at 24 hours notice.

At the end of each term annotated plans and assessment grids are to be sent to RE led.

Termly summative assessment

Marking of work completed in books will follow school policy/expectations and help inform the termly summative assessment completed by teachers.

Each topic/term of learning will be summatively assessed using the assessment grids provided by the Diocese that link to AT1 and AT2 taught provision. This assessment covers all strands of AT1 and AT2 over the course of the year group – this is also the case for mixed age classes as a rolling programme is in place. more detail/depth in a particular task, which should be levelled using the relevant “I can” statement.

Foundation stage should be assessed through the areas of learning especially knowledge and understanding of the world (see unit plans for Foundation).

Year 1, 2, 3, 4, 5 and 6 assessment forms will be completed by the class teacher.

A comment on RE is included in the annual report to parents/carers.

Lessons

Please also see our Learning and Teaching Policy.

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 (AT1) and to reflect on what the religious ideas and concepts mean to them (AT2). Indeed, all lessons should begin and end with the AT2 element of the lesson, in order to directly engage the pupils in their learning from the start.

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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.

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 of religions, religious festivals, etc. to develop their religious thinking.
- We organise visits to local places of worship
- We invite representatives of local religious groups to come into school and talk to the children.
- We also value village and community links and make use of resources such as the Parish Church and Canterbury Cathedral.
- Pupils carry out research into religious topics.
- We encourage pupils to continue their religious learning outside of school.
- Pupils study particular religious faiths and also compare the religious views of different faith groups.
- Pupils discuss religious and moral issues using computers and working individually or in groups.
- Sometimes pupils prepare presentations and share these with other members of the school in the class and/or assemblies.
- Activities may include drama, art, music, writing, discussion, etc., however, the focus of the activity and learning (the LO) should always be on the RE learning.

Differentiation

We recognise the fact that all classes in our school have children of widely differing abilities and needs, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Lessons for all year groups and all single and mixed-year group lessons are differentiated by input activity, support, assessment or focus, rather than outcome.

All lessons are differentiated at least three ways.

It is part of the ethos of the school that pupils are of equal worth and all pupils have something of value to contribute. 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.

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RE and the rest of the curriculum

We aim to draw links with other National Curriculum subjects, for example, Personal, Social and Health Education. RE is part of the Whole School ethos, because RE is about the Spiritual, Moral, Social and Cultural development of the pupils it has a contribution to make to any cross-curricular link. We aim to draw other curriculum subjects into our RE in order to create creative approaches to improve depth of understanding and ability to access learning.

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.

Monitoring and review

Please refer to the Teaching and Learning Policy.

Inclusion

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 teach religious education to all children in the school, including those in Reception.

Equal Opportunities

It is important that no pupil should feel that they are being discriminated against because of any views that they may express. Children's questions, views and opinions should be encouraged and treated with sensitivity and respect.

As far as any family who expresses a wish to withdraw their children or are of a different religion, school policy is to assume nothing and to talk to each family about their child and Re and Worship. We are aware that each family will hold different views and that they may change over time so it is important to seek advice from the parents in advance.

Review

This policy will be reviewed every 3 years. The next review will be September 2017.