



SHANKLEA PRIMARY SCHOOL

Religious Education Policy

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Shanklea Primary School: Religious Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Shanklea Primary School.

The provision of Religious Education by schools for all pupils (except where withdrawn by parents) is a legal requirement of the Education Act (1996). This policy was arrived at through discussion with staff and in accordance with the requirements of the Northumberland Agreed Syllabus for Religious Education (2014).

Definition- What is Religious Education?

Religious Education involves pupils in exploring both the beliefs and practices of world faiths and their own responses to questions about the meaning and purpose of life. They also learn about non-religious beliefs and values.

Aims

Why is Religious Education important?

At Shanklea Primary School, RE is taught in accordance with the Northumberland Agreed Syllabus for Religious Education which was renewed in 2014. We believe that R.E. is very important in that it prepares children for life in our multi- faith, multicultural society. Religious Education is not designed to convert pupils to any particular religion or religious belief. RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It encourages them to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

We aim to:

- Promote the spiritual, moral, social, cultural, mental and physical development of pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to respect self, others and the natural world.
- Encourage pupils to appreciate diversity and variety in religion and cultures.
- Encourage pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

How does RE contribute to wider curriculum aims?

Religious education contributes to the three statutory aims of the National Curriculum. It enables all children and young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Implementation/ Content and planning

The content of our Religious Education is taken from Northumberland's Agreed Syllabus. During their time at Shanklea Primary School pupils will study Christianity, Hinduism, Judaism and Islam.

Reasonable time for the teaching of RE in accordance with Northumberland's Agreed Syllabus is defined as 45 minutes each school week in Key Stage 1, or its equivalent, and a minimum of one hour a week in key stages 2, or its equivalent.

Early Years Foundation Stage

The Northumberland agreed syllabus states that children should learn about aspects of Christianity and other religions relevant to children at the school. Religious Education can make an active contribution to all six areas of learning in the Foundation Stage. It makes a particularly important contribution to Personal, Social and Emotional Development and Knowledge and Understanding of the world. During the Foundation Stage, children will begin to explore special people, books, times/festivals, places and objects. They will listen to and talk about stories, and reflect upon their own feelings and experiences. They will be encouraged to develop respect for their own needs, views, cultures and beliefs, and those of others.

Key Stage 1

In Key Stage 1 the children will focus on Christianity and Judaism, studying aspects of other faiths through themes such as 'Festivals'. They will develop an awareness of religious beliefs and practices and the effects these have upon lifestyles. They will learn from and reflect upon their own experiences and those of others. They will be encouraged to think about aspects of their own lives, which are important to them and begin to consider some ultimate questions. R.E. is timetabled as a separate subject for one hour per week or its equivalent (e.g. delivered in a week block).

Key Stage 2

In Key Stage 2 the children will continue to learn about Christianity and Judaism to build upon and extend their learning from Key Stage 1. They are also taught about two other world faiths, Hinduism and Islam. The children will also learn about non-religious beliefs, for example, Humanism and aspects of other religions if appropriate, for example, Buddhism and Sikhism, through thematic units such as Sacred texts, festivals and faith. R.E. is timetabled as a separate subject for one hour per week or its equivalent (e.g. delivered in a week block).

What is effective learning in Religious Education? Approaches to Teaching and Learning

Effective learning in Religious Education involves the development of pupils' skills, understanding of concepts and attitudes.

We use many different teaching strategies to deliver our R.E. curriculum

- ICT
- Expressive Arts (art, music, drama and dance)
- Visits to places of Worship
- Books
- Artefacts
- Pictures and photographs, video, television and radio
- Visitors talking about their own beliefs and practices
- Stories
- Other pupils and their families
- Opportunities for reflection and discussion

Shanklea Primary school is working towards introducing an enquiry based approach to Religious education. The Northumberland syllabus encourages teachers to use the following model of enquiry-based learning. Pupils:

- identify questions and define enquiries, using a range of methods, media and sources;
- carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesising a range of information, ideas and viewpoints;
- present findings, suggest interpretations, express ideas and feelings and develop arguments;
- use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

Religious Education and pupils with special educational needs

Religious Education should be accessible to all pupils. Teachers adapt learning activities to meet the individual needs of pupils. This involves creating appropriate experiences and differentiating the learning tasks and materials so that all pupils have opportunities for learning. Teachers prepare work and targets for pupils within individual education plans. Children who are found to be able and/or talented in this area will also receive support.

Resources

We are continuing to build up a bank of artefacts, books, T.V. programmes, pictures, photographs etc. Resources are reviewed regularly as part of the schools ongoing SDP. The co-ordinator is responsible for auditing/ordering resources.

Monitoring, Assessment and Reporting

Children's work is monitored and assessments recorded on a regular basis by the class teacher with reference to their responses to set tasks, their performance in discussions and in the manner in which they tackle their tasks. The R.E. co-ordinator will collect medium and short term planning from class teachers to ensure that all aspects are being covered and that there is continuity and progression between classes and key stages.

Children will be assessed against the levels of attainment in the Agreed Syllabus, with the expectation being that they will achieve L2 at the end of KS1 and L4 at the end of KS2.

The children's progress in R.E. will be included in the report to parents, provided in the summer term. There are opportunities for parents to both discuss and comment on this report.

Role of the Co-ordinator

The co-ordinator for this subject will:

- Take the lead in policy development and the production of schemes of work
- Support colleagues in their development of detailed lesson plans in order to implement the scheme of work
- Support colleagues in the assessment and recording of progress in Religious Education
- Acquire and make available a range of stimulating resources
- Keep colleagues in touch with developments in Religious Education
- Attend courses and feedback information to colleagues as appropriate
- Monitor progress and lead reviews of policy documents, curriculum plans, the teaching of Religious Education and the standards achieved by pupils.

Role of the Headteacher

It is the head teacher's duty to ensure that:

- RE is provided in accordance with the agreed syllabus for all registered pupils at the school;
- appropriate staffing and resources to meet the aims and objectives of RE are made available;
- parents receive an annual written report on their child(ren)'s progress in RE;
- they support the co-ordinator in monitoring and evaluating teaching and learning.
- they provide time for co-ordinator to carry out their role.

Background

For further information refer to Northumberland Agreed Syllabus for Religious Education (renewed 2014).