

Religious Education Policy



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of **Religious Education**. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work for **Religious Education** and the School Safety Manual which set out in detail what pupils in different Key Stage ability ranges will be taught.

The philosophy and purpose of the teaching of Religious Education at Acorns School is in line with the aims of Every Child Matters, which provides all children with the support they need to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Aims:

The aims of **Religious Education, as laid down by the Lancashire Agreed Syllabus are to provide opportunities for children to focus on:**

- Shared human experience
- The principle religious traditions encountered in the world
- The beliefs and values which lie at the heart of these traditions
- The search for personal meaning.

These aims are consistent with our school philosophy and take account of National Curriculum Statutory guidance.

Programmes of study

(Early Years KS1& 2)

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way.

Christianity is compulsory for at least 50% of curriculum time and no more than 75%. Islam and Hindu Dharma are studied at KS1 and again at KS2 as a progressed study.

In accordance with the Lancashire agreed syllabus, other 'non progressed' religions should be studied and these are no less significant. Access to these religions, not

chosen for progression, may be delivered through celebration throughout the year. These religions include Judaism, Buddhism and Sikh Dhoram.

RE is delivered as an integral part of the early years curriculum.

The QCA scheme of work for Religious Education at KS1 and KS2 may be used in the medium and long terms planning whilst meeting the requirements of the Lancashire Agreed Syllabus RE.

Religion specific content may be found in Lancashire's 'Faith Focus' Section of the Agreed Syllabus Guidance materials.

Method of delivery

The curriculum organisation and structure is outlined in the policy document entitled 'Curriculum and School Organisation'. The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein

In relation to **Religious Education** however, additional considerations apply as outlined below.

Early Years

Provide experiences and support to enable children to develop a positive sense of themselves and their relationships with others.

KS1

Have opportunities to build on their own experiences and knowledge of activities from the foundation stage.

KS2

Pupils are encouraged to learn more about the characteristics of, and people associated with religion.

Planning & Class Organisation

At the foundation stage and at KS1 and 2, Religious Education is delivered by the class teacher.

The subject, if appropriate, is also reinforced via cross curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

Resources:

Resources are stored in the outside storage and resource building and are organised into sections specific to religions and aspects of world faith.

Information and Communication Technology

Each class has a PC with a range of software designed to help develop skills in each of the programmes of study in **Religious Education**.

Equal Opportunities

Multi cultural and gender aspects of **Religious Education** are addressed wherever it is relevant There is regular monitoring of the language used within the classroom as well as the equipment used to teach **Religious Education**.

Role of Religious Education Coordinator

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

Assessment, recording and reporting

The procedures for assessment, recording and reporting of pupils' progress are outlines in the policy document of the same name in relation to **Religious Education**, however, the following considerations apply.

Recording Achievement

Achievement is recorded against learning outcomes listed in the Unit of Work. Special achievements are rewarded with a certificate; star of the week with evidence displayed on the Achievement Board.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly

evaluation and future planning. Pupils are assessed at the end of key stage according to statutory requirements. P levels are used as an assessment tool based on the performance criteria published by the DfES.

Reporting Achievement

Achievement will be reported on the basis of completed evaluations. The teacher responsible for the subject delivery will report achievement via the annual report to parents. Reporting to parents is done on an annual basis through the Annual Review, which is a written report.

Monitoring and Evaluating Religious Education

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process which is the responsibility of all staff but is seen as a major facet of sound management of school and thus it is directed from a senior management level. Opportunities are made available to subject co-ordinators to allow them to work alongside colleagues in other classes within the school in order to monitor the balance and coverage of the **Religious Education** strategy and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject.

January 2016

APPENDIX A – CURRICULUM MAPPING

	AUTUMN	SPRING	SUMMER
Early Years	Myself/ Celebrations	My family/ New beginnings	Faith in your home
Yr R	God 35-36	Church 79-80	Jesus 57-58
Yr1	Jesus 59-60	Islam 123-124	Church 81-82
Yr2	God 39-40	Hindu Dharma 103-104	Jesus 61-62
Yr3	God 41-42	Islam 127-128	Church 85-86
Yr4	The Church 87-88	Jesus 65-66	Hindu Dharma 107-108
Yr5	God 45-46	Jesus 67-68	Islam 131-132
Yr6	Christianity & the church 89-90	Hindu Dharma 111-112	Christianity 47-48