

Cambois Primary School

RE Policy.

Through RE we encourage our children to learn from different religious beliefs, values and traditions while exploring their own beliefs. We believe R.E has an important role to play in preparing our pupils for adult life, employment and lifelong learning. We encourage all pupils to develop respect and acceptance for others in particular those whose faith and beliefs are different from their own.

Aims:

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.

Teaching and Learning Styles:

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 and to reflect on what the religious ideas and concepts mean to them. 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 experiences at religious festivals such as Easter, Eid, Diwali and Pesach (amongst many others) to develop their religious thinking.

Through our use of the RE scheme of work, alongside the SACRE RE scheme of work, children carry out research into religious topics. They study "Big Questions" within religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children have opportunities to discuss religious and moral issues amongst themselves as well as with visitors, use computers (working individually or in groups) and are given the opportunity to prepare presentations and share these with other members of the school in assemblies. Children are asked to share their experiences of religion with the rest of the school during such assemblies.

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

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 scaffolding where necessary;
- 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 and extend that of other pupils.

Curriculum Planning:

We plan our religious education curriculum in accordance with the SACRE's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases long-term (LEA Planning), medium-term (on each year groups Medium Term Plans) and short-term (weekly/daily planning). We often teach religious education topics in conjunction with other subjects (namely Literacy and PSHE), especially at Key Stage 1.

Individual lesson plans for each unit/topic have been prepared for class teachers by the LEA and the Subject Leader and list the specific learning objectives for that lesson. Each class has a copy of all the units for their year group and plans are often discussed on an informal basis with the RE subject leader.

EYFS:

Religious Education is taught to all children in years One-Six. In the Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year. As the Reception Team work under the Early Years Foundation Stage Curriculum, we relate the Religious Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW) areas which are crucial to the development and progress of all pupils at this stage

Contribution of RE to other subject areas:

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. Children are often encouraged to make books and record information in order to develop their writing ability.

Information and communication technology (ICT)

We use ICT where appropriate in RE. The children find, select and analyse information, using the Internet and CD ROMs and also use ICT to review, modify and evaluate their work and to improve presentation. Teachers use interactive whiteboards for whole class or group teaching.

Personal, social and health education (PSHE) and Citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

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 by doing so they develop their knowledge and understanding of the cultural context of their own lives. Cambois Primary School has been involved in many charity projects that offer the children the opportunity to learn about and support others in need especially those involving the local community.

Inclusion:

At our school we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording:

We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. We mark a piece of work once it has been completed and we comment as necessary; on misconceptions or for an assessed piece of RE work (this is usually termly at the end of a unit). Staff mark according to the Marking Policy in school.

Monitoring and Reviewing:

Class teachers are responsible of assessing and monitoring pupil's progress in this subject area. The RE subject leader is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through annual work scrutinies, pupil interviews and lesson observations. She is also responsible for supporting colleagues in the teaching of RE on request and through staff meetings. The RE subject leader presents the Headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The RE subject leader is also responsible for the maintenance, ordering and upkeep of RE resources.

Signed Mrs Suzanne Myers

Date: April 2020

Date Reviewed: April 2023