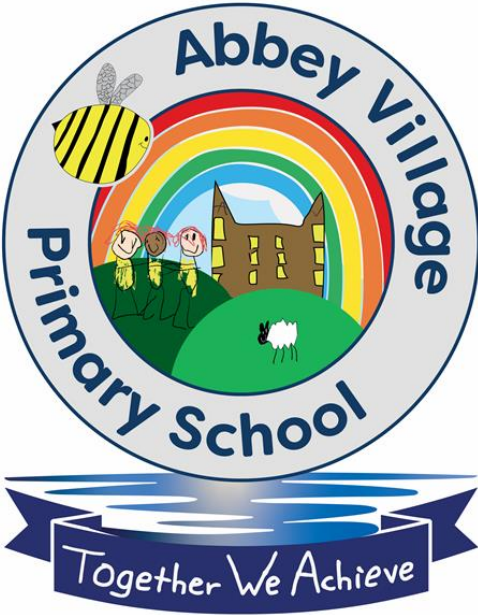


# Abbey Village primary School

## Religious Education Policy



## **Abbey Village Primary School**

### **Religious Education Policy**

#### **Introduction**

This document should be read in conjunction with Lancashire Agreed Syllabus of Religious Education, revised 2016: 'Searching for Meaning'. This document should continue to be followed until further notice. The Lancashire Agreed Syllabus is supported by Curriculum Units and a Non-Statutory Scheme of Work, which include suggestions for lesson plans and teaching activities. Standards of Attainment in Religious Education are included for Key Stages 1 and 2. Lancashire SACRE, have now provided Curriculum Support Materials, Assessment and Planning through the Lancashire Grid for Learning website. In writing this document we aim to describe the purpose, nature and management of Religious Education taught at Abbey Village Primary School. Religious Education at this school is provided in accordance with the above Agreed Syllabus. 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 nonteaching staff can operate and gives guidance on planning, teaching and assessment.

#### **Aims**

Religious Education develops pupils' knowledge and understanding of religion, and their ability to respond to Christianity and other principal religions presented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures. The Agreed Syllabus of Religious Education seeks to provide a curriculum that will promote the spiritual, moral, cultural, mental and physical development of all pupils. In result, preparing them for opportunities, responsibilities and experiences in later life. In order that such an aim is fulfilled, the programme of Religious Education will provide pupils with an opportunity to:

- develop principles for distinguishing right from wrong.
- promote equality of opportunity and enable pupils to challenge discrimination and stereotyping
- develop pupils' ability to relate to others and work for the common good.
- respond positively to opportunities and responsibilities, to manage risk and to cope with change throughout their lives.
- approach with sensitivity and respect the beliefs, actions and feelings of other believers.
- appreciate relationships between personal and shared religion.
- develop appropriate ways of communicating their own thoughts, feelings and responses.
- apply the insights derived from the process of Religious Education to the development of their own beliefs, values and attitudes.
- develop pupils' skills of enquiry and response through the use of distinctive language, listening and empathy.

#### **Organisation**

The Lancashire Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum. 1. To establish an entitlement. 2. To establish standards. 3. To promote continuity of coherence. 4. To promote public understanding. In order to achieve the aims, the content of the Religious Education curriculum forming no less than 5% of the overall curriculum time, is delivered through the syllabus that allows progression.

Religious Education is taught through the use of curriculum units and non-statutory lesson plans produced by Lancashire Education Department. A framework of half-termly units ensures an

appropriate coverage and balance of the content in terms of religions to be covered. The balance allows for Christianity to form at least 50% but not more than 75% of the R.E. curriculum. The remaining Religions studied in addition to Christianity are; Islam, Judaism, Hindu Dharma, Buddhism, and Sikh Dharma.

At Abbey Village Primary Religious Education is taught following themes of study. Each class follow a different theme each year to ensure a progressive coverage of knowledge and skills. Each theme will incorporate a variety of religions within their coverage.

### **Themes**

- Community
- One God
- Worship
- Founders and Leaders
- Living the Faith
- Sacred Books and Revered Literature
- Life as a Journey

The focus of the syllabus is a study of four main areas of exploration:

- Shared Human Experiences
- Beliefs and Values
- Living Religious Traditions
- Search for Personal Meaning

Within the Scheme of Work, based on the Agreed Syllabus, learning activities are sequenced to ensure progression following the Primary Framework. Children are engaged in both learning about and learning from religion, through a broad range of teaching strategies, with effective use of specific resources; artefacts, I.T., food, story, and sacred texts. When appropriate and where possible, use will be made of home links and of links with faith communities to enrich the provision. Staff may invite parents into the class to bring personal experience to support the teaching of Religious Education. Staff will be aware of the need to avoid proselytizing by members of faith communities.

### **Planning**

Planning for half-termly units is undertaken by the class teachers whose year groups are working together. The school makes use of the Lancashire materials for curriculum planning. The school recognises that planning is necessary to achieve clear, achievable goals. Effective planning ensures that work is matched to pupils' abilities, experiences and interests. Opportunity will be given for the development of cross-curricular skills of oracy and literacy. At the planning stage motivation to the pupils' personal, social, moral and cultural development will be considered. Planning is undertaken on a half termly basis using the Key Questions for each year group provided by the Lancashire Website. Within that framework, the planning for Religious Education will ensure an appropriate balance between consideration of shared human experience, learning about religious traditions, and about beliefs and values and an exploration of personal meaning.

## **Inclusion**

At Abbey Village Primary school we teach Religious Education to all children, whatever their ability and individual needs. Religious Education complements the school curriculum policy of providing a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

## **Equal Opportunities**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

## **Assessment**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes. These techniques should include:

- ♣ teachers' observation of pupils
- ♣ teacher – pupil discussion and teacher questioning
- ♣ pupils' drawings, notes, models, comments and written work
- ♣ pupils' on-going analysis of their achievements
- ♣ photographs of children engaged in Religious Education activities
- ♣ use of IT as appropriate

Pupils' progress in R.E. is assessed following two attainment targets, which are based on end of Key Stage statements:

AT1 – Learning about religion and human experience.

AT2 – Learning from religion and human experience.

Results of attainment in Key Stage 1 and 2 are reported to SACRE, at the end of each school year.

Records of pupils' achievements are kept to:

- plan pupils' future learning
- report progress to parents
- maintain a written record of pupils' learning
- provide a curricular record for each pupil
- fulfil legal requirements Information on a child's progress in Religious Education will be communicated to parents in a written report at the end of each academic year.

The subject leader is responsible for:

- reviewing and contributing to teacher planning
- preparing the policy and scheme of work
- developing the policy and scheme of work with staff
- preparing a subject development plan
- leading staff meetings

- provide consultancy, advice, skills
- in-class teaching support
- specifying and ordering resources in consultation with staff
- monitoring and maintaining condition and availability of resources
- monitoring teaching and learning in Religious Education

### **Evaluation**

The Religious Education Subject Leader gives the Head teacher and Governors a report in which the strengths and weaknesses in the subject are evaluated and they will indicate areas for further improvement. The Subject Leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects. Such evidence should take into account:

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom observation

### **The Contribution of Religious Education to Spiritual, Moral, Social and Cultural Development**

The Agreed Syllabus requires pupils to be challenged by the ultimate questions. Spiritual development is the responsibility of the whole school and the whole curriculum. Religious Education plays a major part in promoting the children's spiritual development, for it is in R.E., that the pupils will be explicitly required to address such questions. Spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour. It is therefore about what the school provides through its curriculum, through its ethos and climate to help the children to make sense of these questions and about what it does to help them form their response to life and various life's experiences. Spiritual development is also closely linked to the teaching of PSHE.

The school can help children to decide what they hold as right and wrong, why they do so, and how they should act; that is, they should behave well in accordance with a moral code. For those with religious beliefs, these are often linked to the moral principles by which they live but there are other bases, too, for moral beliefs.

Social development refers to children's progressive acquisition of the competencies and qualities needed to play a full part in society. It is concerned with the skills and personal qualities for individuals to live and function effectively in society. The school complements and extends the function of the home and wider community, by helping to prepare the children to live in society, learning the importance of taking account of the feelings and wishes of others.

Cultural development refers to children's increasing understanding and command of those beliefs, values, customs, knowledge and skills that form the basis identity and cohesion in societies and groups. Education is clearly concerned both with developing and strengthening cultural interests and with exposing them to a breadth of stimuli in order to allow them to develop new interests.

The school will need to introduce children to the values and customs held within a nation's culture and to those of other significant cultures. This implies recognition and respect for the rights of others to exercise a cultural influence, including religion. It follows that the school will respect the values, customs and cultural heritage of those who belong to faiths other than those dominant in the local community.

**Withdrawal**

The school accepts the right of parents to withdraw their child from Religious Education if they so wish.

Policy written by Paula Roworth