



## Religious Education Policy

### Curriculum Statement

In our Federation we try to promote spiritual development throughout the life and work of the school. The school encourages children to practise Christian values within their daily life at school. The school also accepts that all pupils do not come from homes where church attendance is encouraged. The curriculum requires us to reflect the existence of the other principal religions in Britain today but, as we are a Church of England Voluntary Aided School, Christianity and contact with the church is regarded as paramount. Consideration is also given to other non-religious perspectives such as humanism.

R.E. in this school is taught with regard to the Locally Agreed Syllabus.

### Aims

- To help pupils to discover what religion is and how it can enhance the lives of people who embrace it
- Learn about beliefs and values and different understandings of the spiritual life, spiritual development and spiritual practices in religious and other traditions, e.g. the use of silence and meditation
- Evaluate for themselves the various truth claims made by religious and spiritual traditions
- Encourage an understanding and respect for those who hold views different from their own, regardless of race, creed, or gender
- Develop their own beliefs and values
- Respond to religious stories, artefacts and places of worship
- Enhance the spiritual, moral, cultural and social development of the children

### Teaching and Learning

Within the Federation we aim to make Religious Education as enjoyable and accessible as possible. A variety of teaching styles and resources will be applied. It will at times be taught directly by the teacher. It may also be taught by

- making educational visits
- having visitors to the school and,
- through practical activities.

This work will be supported by film, ICT, Text Books, Posters, Artefacts, Photographs, Postcards, Newspapers, Music and much more. Learning will be

recorded in a variety of ways including written, spoken and visual techniques.

### **Time Allocation**

At KS1 one hour per week is allocated. At KS2 1 – 1.1/4 hours with follow up work where appropriate.

### **Cross Curricular Links**

In all classes Religious Education is taught as a discreet subject and it is linked to the Cornerstones ILP wherever possible. Within the Foundation Stage ongoing activities will also be planned to develop a greater knowledge and understanding of the world and self. Aspects of P.S.H.E, Literacy, Science, History, Numeracy, Geography, Music and Art are linked with RE where appropriate and where it will promote children's learning, achievement and SMSC development. ICT will be used in a number of creative ways in order to bring the subject to life and create opportunities to share work with others locally, nationally and globally.

### **Resources**

Resources are located in the resources room at the back of the Hall and arranged according to topics indicated in the Long Term Plan. Other resources are to be found in the main staffroom.

### **Safety**

Staff adhere to County Safety guidelines both within school and when on educational visits. A copy of these guidelines are kept for staff reference in the main school office.

### **Support Staff**

Support Staff are deployed by the SLT. The Class Teacher defines their role and activities within the class to best promote pupil attainment, achievement and development.

### **Transfer between class groups**

On transfer between classes all previous assessment data and records are passed from one teaching team to the next. At the end of the Summer Term the relinquishing teacher meets with the new teaching team to review each child in data and pass on key information regarding performance, needs and temperament.

### **Transfer to Secondary Education**

On transfer to Secondary School all records of pupil achievement and attainment are passed to the receiving setting. The class teacher meets with a staff representative of the setting to discuss each child in detail.

### **Assessment Recording and Reporting.**

On entering the Federation Primary School children will be observed at work and play in order to make an 'on-entry' assessment of what they already know and can do. Throughout the year staff continue to monitor children's progress using formative and summative information which is shared at Pupil Progress Meetings six times per year in order to plan purposeful and appropriate activities to support them in the next steps in their learning.

Summative Assessment takes part at the end of every term through careful

analysis of a range of evidence including exercise books, bespoke tests and communication with all adults involved with each child. Parents are informed of their pupil's progress at parent-teacher consultation evenings and termly drop in sessions. They also receive an annual written statement on their child's progress about Religious Education during the summer term.

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement.

### **Provision for children with special educational needs**

Teaching and Learning for children with Special Educational Needs is managed through a variety of ways including working in accordance with the advice provided by specialist outside agencies, differentiation and intervention within the class setting. Work of an appropriate level is administered with support where appropriate from an assisting adult.

### **Provision for children recognised on our Gifted and Talented Register**

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

### **PREVENT: The Issue of Radicalisation**

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of radicalisation.

### **Promoting Fundamental Values**

The School will vigorously promote fundamental values such as fairness, democracy, tolerance and the rule of law. Our School Founding Values are: Love, Respect, Forgiveness, Inclusion and Compassion. The school has the following learning aims which are taught through Religious Education, Personal, Social, and Health Education and through Collective Worship.

- To become successful learners who enjoy learning, make progress and achieve.
- To become confident individuals who are able to safe, healthy and fulfilling lives.
- To become responsible citizens who make a positive contribution to society.
- For children to recognise that they live in a diverse multicultural society within a global setting.

### **Staff Training and Information**

The School recognises that it has a responsibility to provide INSET to staff on the issue of radicalisation to ensure that they remain vigilant and informed on the issue. It will also ensure staff are aware of how to respond appropriately if concerned about the possible radicalisation of a pupil.

### **Equal Opportunities**

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and

facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation.

### **Monitoring, Review and Development**

School performance in R.E. is being constantly monitored and reviewed by the following means:-

- Monitoring of planning
- Classroom observation
- Scrutiny of work
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical understanding

Opportunities for improvement in provision are identified in the School Development Plan.

**Signed:**

Mrs CV Collett  
Executive Headteacher

**Signed:**

Mrs R Blowers  
Chair of Governors