

Policy Title:	Religious Education Policy	
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Author & Role	Gary Byrom-Jones 8G Class Teacher and RE Subject Specialist	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:		
Outcome:	This Policy: Details the curriculum aims, objectives and expectations of the teaching of Religious Education in the Primary Phase and Secondary Phase at Astley Park School.	
Cross Reference:	Geography Policy History Policy Learning Outside the Classroom Policy PSHCE Policy Single Equality Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

RELIGIOUS EDUCATION POLICY

BACKGROUND TO RELIGIOUS EDUCATION AT ASTLEY PARK SCHOOL

Religious Education (RE) is not a National Curriculum subject but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this Lancashire and Blackpool Agreed Syllabus of Religious Education 2011 which we have used as the basis of our planning and delivery of RE.

RE is concerned with “learning about religions” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times.

There is a legal right of parental withdrawal from RE. The school teaches open minded religious education, and is inclusive: all pupils develop their own beliefs and values through RE.

Aims

At Astley Park School we believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

The principal aim for RE in Lancashire and Blackpool is to support pupils' personal quest for meaning by engaging enquiry into the question 'What is it to be human?' by exploring answers offered by religion and beliefs.

Specifically, RE at our school aims to enable pupils of whatever ability and level of development to:

1. acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Lancashire;
2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions

4. enhance their own spiritual, moral, cultural and social development by:
 - a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - b. responding to the fundamental questions line of life in the light of their experience and with reference to religious beliefs and practices;
 - c. reflecting on their own beliefs, values and experiences in the light of their study;
 - d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
5. recognise the right of people to hold different beliefs within a religiously diverse society.

Differentiation

All pupils at Astley Park School carry a statement of special educational needs. Pupils will work at levels appropriate to their ability and progression will be in small steps with many opportunities provided for over learning and reinforcement. The work planned will be differentiated and must be relevant to the needs of the pupils. Work will be delivered in a variety of ways taking into account the different learning styles of the pupil (VAK).

Planning

Long term planning has been produced for all teachers by the Lead Practitioners using the Equals scheme of work. Medium term planning is expected from all teachers in line with the expectations of planning. Teachers will use the B Squared objectives to help them plan to the appropriate level for their pupils.

In Key Stages 1-3 the Equals scheme of work has been mapped out to ensure coverage of the national curriculum at an appropriate level for our pupils.

In Key Stage 4 the Lancashire and Blackpool Agreed Syllabus sets out an entitlement for all pupils to study RE and to have the opportunity to have their learning accredited. Pupils should follow nationally accredited courses (where appropriate), e.g. Entry Level Certificate. The chosen course should enable the study of Christianity and at least ONE other religion.

In line with the requirements of the Agreed Syllabus we plan to spend 5% of curriculum time for teaching R.E. This is separate from the act of collective worship.

Assessment

Class teachers will plan appropriate work for their children in consultation with the schools long and medium-term plans for religious education. Class teachers will make short term assessments of each child's progress in religious education and keep appropriate records.

We assess the children's work in R.E. whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons.

At the end each term we make a judgement against the *B squared/National Curriculum levels of attainment (*whichever is most appropriate to the learner and in accordance with the school ARR policy). This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher observation is carried out.

Parent's Evenings and 'Sharing Our Learning' sessions are held regularly, and parents are invited to visit school to discuss their child's progress. Annual reports are provided for parents, and all school leavers carry away a National Record of Achievement with summative assessments, observations and comments.

Scheme of Work

In order to ensure that our aims are met, and the Programme of Study is covered at each key stage the school follows the EQUALS Scheme of Work which builds-in coverage of, and progression in, both the content and concepts outlined in the Agreed Syllabus. This scheme shows how we have planned that "aspects of all six principal faiths are explored over key stage one and two". We use a combination of

teaching RE through topics (or blocks of work where more than one curriculum area is linked together in a coherent way) and as a separate subject, depending on the material which has to be covered.

Cross Curricular Links

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised, and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Approaches to Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas.

- Belief and Teachings – e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- Religious Practices and Lifestyles – e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- Ways of Expressing Meaning – e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- Human Identity, Personality and Experience – e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- Questions of Meaning and Purpose – e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences
- Values and Commitments – e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge
4. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

Learning

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

AT1 Learning about Religions

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- give an informed and considered response to religious and moral issues;

- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the questions of meaning within religion.

Children will be “Learning about Religion” and “Learning from Religion” through:

1. investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. questioning; developing curiosity about life, relationships and the natural world
3. empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
4. reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
5. relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
6. expression; the ability to identify and explain feelings and aspects of religions

Each unit of work will involve pupils in activities, such as already mentioned above. These will provide opportunities to demonstrate how far they have learned “about religions” and “from religion”. In addition, pupils will sometimes be encouraged to present work for a wider audience, such as in assembly (for the school and/or parents), or for display in classrooms or corridors. Pupils will need to think about the purpose of the work or its intended audiences before starting.

Organisation

The role of the subject leader is:

- To develop Religious Education within the school.
- To monitor the standards of teaching and achievement of skills.

- To provide support to staff.
- To contribute to and monitor long and medium-term plans and ensure that appropriate resources are available.
- To audit resources and consumables on an annual basis.
- To attend courses and pass on any new subject developments to teaching staff.

The subject leader's role involves general oversight (monitoring and evaluating) of the subject throughout school. S/he will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes which may affect the subject. S/he will develop the Policy and curriculum in consultation with the headteacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of Religious Education. The subject leader will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately



Astley Park School