

YARDLEY GOBION CE
PRIMARY SCHOOL

POLICY
For
Religious Education

"Using the talents God gave us to achieve and shine"

God's voice thunders in marvellous ways;

He does great things beyond our understanding.

Job 37: 5



YARDLEY GOBION CE PRIMARY SCHOOL RE POLICY 2017

POLICY TITLE:	Religious Education Policy
POLICY REFERENCE NUMBER:	

POLICY OWNERSHIP:	
School	RE Subject Lead
Governors	Chair

POLICY IMPLEMENTATION DATE:	September 2017
POLICY REVIEW DATE:	September 2022

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	01/09/17	J.Hooper		
2	21/09/18		V.Griffiths & J.Hooper Altered for new Curriculum & Vision updated	
3	26/01/21		Reviewed on behalf of the GB - J Hooper - no changes	

IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of update training.

REFERENCES/LINKS/CONSULTATION

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Mission Statement

Within a caring Christian environment we aim to provide our children with the foundations for success in an interconnected world.

Rationale

Religious Education plays a key role in a pupil's spiritual and moral development and makes a distinctive contribution to social and cultural development. It involves concepts, skills and attitudes, many of which are common to the arts, humanities and science. Its distinctiveness emphasises the emotions, a sense of mystery and a sense of wonder. Religious Education should question in depth a whole view of life and personal commitment.

Aims of Religious Education

1. To acquire and develop knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
2. To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. To encourage the ability to reflect upon their own beliefs, values and experiences.
4. To encourage in children an awareness of their own identity as individuals and as members of society.
5. To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own.
6. To begin to think about the fundamental questions of life raised by human experience and how religious teachings relate to them.
7. RE reflects the whole school's aims.

At Yardley Gobion Primary School our aims are:-

- To create a structured learning environment which enables children of all abilities to achieve their full potential.
- To provide a sensitive, caring and happy environment based on Christian beliefs;
- To encourage every child to have a positive self image;
- To plan a challenging, exciting and differentiated curriculum which enables children to succeed and aspire to further success;
- To equip children with the skills, knowledge and understanding to enable them to function to the best of their ability as life long learners.

- To foster a positive partnership between home and school;
- To ensure that all children have access to the curriculum regardless of race, ability, religion or gender.

National requirements

The national requirements for Religious Education are set out in the 1944, 1988 and 1993 Education acts and explained in circular 1/94 from which the following paragraphs are taken:

"Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in Reception classes and sixth forms, and is not confined to pupils of compulsory school age." (Para 20)

"If the parent asks that a child should be wholly or partly excused from Religious Education at the school, then the school must comply." (Para 44)

"As a whole and at each key stage, the relative content devoted to Christianity in the syllabus should predominate." (Para 35)

Community context

Yardley Gobion School is a Church of England School situated in a small rural village.

There are approximately 100 pupils in the school and the majority of these live in Yardley Gobion, although a few pupils travel from outside the catchment area. The school consists mainly of pupils from a white UK background.

The school has close links with the local Church and holds special services there during the year. The vicar and lay preachers from the local church are regular visitors in school. The school has good links with the URC in the village too.

RE in the curriculum

At Yardley Gobion School we follow the Northamptonshire Agreed Syllabus for Religious Education and the new Understanding Christianity unit scheme.

These state the aims of religious education are as follows:-

- To learn about religious traditions, beliefs and practices, and to understand that they are responses to fundamental questions of human existence.
- To be given the opportunity to reflect on make decisions about a personal response to questions of meaning and value.

In Religious Education pupils will work towards the following attainment targets:

Attainment target 1 (Learning about Religion)

- Knowledge of the main features and teachings of Christianity and the other principal religious faiths represented by Great Britain.
- Understand what effect these teachings may have on the lives of believers within these faiths and traditions.

Attainment target 2 (Learning from Religion)

- Having an awareness and understanding of their own response to fundamental human questions about life raised by human experience and the study of religions.
- Valuing and holding in high esteem their own beliefs whilst developing an understanding and awareness of the beliefs of others.

In accordance with recommendations set out in the Dearing Report the following time guidelines are used:

KS1 - One hour a week (approximately 36 hours per year)

KS2 - One hour 10 minutes per week (approximately 45 hours per year)

RE is taught by class teachers in mixed ability classes. The long-term plans take account of mixed age classes in KS1/2 by splitting the programmes of study into 2-year cycles.

The syllabus requires that children should learn about other religions in addition to Christianity. The long-term plan takes this into account with pupils studying a unit of work other than Christianity each year.

At KS1 children will look at aspects of Judaism.

At Lower KS2 pupils will consider aspects of Islam within the study units and a new unit Prayer (including Judaism).

At Upper KS2 pupils will look at aspects of Sikhism and Hinduism.

Where relevant children will have the opportunity to reflect on other beliefs such as Buddhism those held by the Humanist Society and those who see themselves as atheist. Children will be encouraged to compare aspects of the different religions through school designed units in addition to comparisons within the core units.

Within our school there is an equal balance between learning about a religion and learning from a religion. Skills, concepts, making sense of the text, understanding the

impact, making connections, attitudes, values and personal development are all encompassed within RE.

RE is taught using a range of teaching methods and learning styles. It may include the use of visits, role-play, discussion and debate, videos, artefacts and visitors. It should always allow time for reflection and expression of the children's own viewpoints.

RE in the foundation stage is linked to topic work wherever possible.

Cross-curricular links will be made where it is felt these will enhance the teaching of RE throughout the school. RE is often taught in 'blocks' to make the subject as cohesive as possible.

Planning for Religious Education

Planning for Religious Education is divided into three categories: - long, medium and short term.

Long term plans are set out in accordance with the agreed syllabus and are based on the study units for each key stage. These study units provide a focus for each unit of work and aim to promote continuity and progression. The long-term plans for Religious Education at Yardley Gobion School can be found in the appendices.

Medium term plans will set out in more detail the key questions, learning objectives, learning outcomes and the expectations for the end of each unit. These will be linked to the level descriptions for RE. They will also include suggested activities for each learning objective. The medium term plans will be drawn up by the RE co-ordinator using ideas from the RE advisory staff, INSET, published materials and the supplementary papers attached to the syllabus.

Short term planning is the responsibility of the class teacher. Plans should identify the teaching methods and resources to be used and will also show differentiation.

Children are taught in mixed ability classes by their class teacher. Classes may contain children from more than one-year group and this needs to be taken into account during short term planning.

Management and Co-ordination of the subject

The co-ordinator's role is as follows:

- To provide support and guidance to staff in the planning of RE.
- To monitor progress and the effectiveness of RE teaching throughout the school.
- To arrange school based CPD for staff as appropriate.
- To keep up to date with RE issues by attending annual RE Co-ordinators conference and relevant courses.

- To encourage staff to extend their own subject knowledge by attending RE courses.
- To raise the profile of RE within the school by regularly raising RE issues with staff and involving the school in local and national initiatives.
- To be responsible for reviewing the policy and keeping it up to date.
- To manage RE resources within the school and order new resources.
- To manage the RE budget efficiently.
- To liaise with the governor body regarding RE.

Assessment and Reporting

Assessment of RE is on-going throughout the year, both formative and summative judgements are made by the class teacher and used to make about children's progress and attainment.

At the end of each year an final judgement will be made against the attainment targets for RE. This will be passed to the next teacher.

The Annual Report to Parents includes a comment about attainment in Religious Education. Marking will be in keeping with the school's marking policy.

Monitoring and Evaluation

- Samples of children's work will be monitored by the RE co-ordinator.
- Lesson observations will be carried out as part of the School Improvement and Monitoring cycle.

Educational Inclusion

Educational inclusion pays particular attention to the provision and achievement made by different groups within the school. At Yardley Gobion School Religious Education is available to all, irrespective of age, gender, ethnicity, attainment or background. All pupils will be given opportunities to develop an awareness of and empathy for other people's beliefs and lifestyles.

A range of teaching styles, learning opportunities and varied resources will be provided to improve accessibility in RE.

RE will be made accessible by:

- Providing opportunities for first hand experience through visits to religious buildings, visitors to school and involvement in religious festivals.
- Organising a range of activities to give personal experiences, for example dance, drama and visits to different environments.
- Using sensory materials and resources to allow access through sight, touch, sound, taste or smell.
- Helping children to understand their world and its diversity.
- Using a wide range of resources.
- Adapting tasks and providing alternative activities where necessary e.g. presenting work as a painting instead of writing.

- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves.

Many pupils, including special needs pupils, require a visual and tactile stimulation in order to aid understanding. This is true for all subjects but has a particular value owing to the importance placed upon objects and symbols within religions, although use of the written word should also be part of the overall experience. Pupils may be introduced to each study unit through a common approach but then tasks must be differentiated to ensure each pupil is able to succeed according to his/her own individual ability. Tasks should take account of their current understanding and interests and build upon this base. Differentiation in Religious Education is necessary to ensure that all pupils have access to the subject and allows maximum participation by all pupils

Equal Opportunities

Where a parent requests a pupil's withdrawal from RE lessons alternative arrangements must be made for the supervision of this pupil. This request should be passed to the Headteacher.

Resources

Topic boxes of RE books and artefacts are in the staffroom.

The local community will be used where possible to enhance the teaching of RE.

Visits to religious buildings will be a feature of RE teaching whenever possible.

Visitors from the wider community will be invited into school where appropriate.

Health and safety

When using resources every possible measure is taken to ensure pupils safety in accordance with the school's health and safety policy. A risk assessment will be carried out whenever pupils are to be taken off the school premises.