

St John's CE Primary School
Religious Education Policy
October 2010

Introduction

This policy outlines the teaching, organisation and management of the RE taught and learnt at St John's CE (Aided) Primary School. It has been drawn up as a result of staff discussion and has the full support of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

The Nature of RE

At St John's CE (Aided) Primary School we believe that Religious Education holds a central place in the education of all our children and is fundamental to achieving school aims especially that of developing the "whole" child. RE helps pupils to develop spiritually, morally, socially and culturally and into balanced, reliable citizens who take responsibility for themselves, the school community and environment and the wider world.

St John's Primary School provides access to and delivery of religious education as specified by the 1988 Education Reform Act and the Durham Diocesan Syllabus for Religious Education in Church Aided Primary Schools.

Aims

We believe that Religious Education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principles religions represented in Great Britain with emphasis on Judaism and Hinduism.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture.
- develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain.
- enhance their own spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to them.
 - responding to such questions in the light of their own experience and with reference to the teachings and practices of religions
 - reflecting on their own beliefs, values and experiences in the light of their study
- develop a positive attitude towards other people and their right to hold beliefs different from their own, and towards living in a religious diverse society.

Objectives

1. To plan and implement schemes of work which will
 - Reflect the aims of religious education
 - Enable pupils to achieve according to their ability
 - Enable pupils to progress in accordance with the agreed syllabus

- Provide a variety of learning experiences and activities using resources and techniques appropriate to the age and ability of the pupils concerned.
2. To maintain an appropriate system of record keeping, assessment and reporting which is accessible and meaningful to pupils, parents, staff and other related agencies in line with school policy.

Allocation of time

36 hours per year at Key Stage One
45 hours per year at Key Stage Two

Organisation of RE within the curriculum

RE is delivered as a discrete subject in both Key stages. However, the delivery of RE allows opportunities for and actively encourages cross-curricular links to be developed through e.g. language, music, drama, art, role play, poetry, history and ICT. Cross-curricular themes are also addressed by RE e.g. Spiritual, moral, social and cultural development, PHSE and citizenship, economic and industrial understanding and environmental education.

Spiritual, moral, social and cultural development

RE contributes to the spiritual, moral, cultural and social development of pupils through:

- the subject content that is delivered
- the opportunities for reflection

Scheme of Work

The scheme of work in the form of long and medium term plans (Appendix 2) show the continuity and progression in content, skills and attitudes that has been developed with reference to the Diocesan syllabus and in consultation with the Diocesan Advisor.

Teaching and learning styles

The content and nature of RE lends itself to an active multi sensory approach. Children will be given opportunities to actively engage with the material that is taught, e.g. handle artefacts, devise and make models, cook and eat foods, take part in role play and visits and reflect on their experiences.

Differentiation

Differentiation can take place in a number of ways

- content
- resources
- task
- in class support as necessary, in line with I.E.Ps.

Special Educational Needs

Teachers aim to include all pupils fully within RE lessons and their involvement is encouraged throughout. We strive to remove barriers to learning and to facilitate success through differentiated activities, a variety of teaching and learning styles (VAK), resources and support. When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.

Equal Opportunities

There is a commitment to high achievement in RE regardless of gender, race, class or disability.

Resources

Teachers' resources are stored centrally (Appendix 1). The library includes a selection of children's story and information books and each classroom has Bibles.

Role of the Co-ordinator

The main tasks of the role include:

- promoting RE within the school
- monitoring and evaluating the RE programme
- being familiar with resources in school and others that are available e.g. at Carter House.
- attending INSET courses and pass on information to staff

Pupils' Records of Work

All children have an RE book in which to record their work where appropriate. However, the active multi-sensory approaches that we believe to be best practice in RE often require alternative methods of recording ie photographs, videos, posters, and evidence of collaborative work. With this in mind all classes have an RE folder in which to record such evidence.

Assessment, recording and reporting

The co-ordinator will monitor the teaching of an RE lesson in each class once a year. Each year three RE books (high, middle and lower ability) and the RE file from each year group will be examined to evaluate the standards of achievement, continuity and progression throughout the school and to ensure the effectiveness of the implementation and delivery of the RE curriculum.

Long term and medium term plans are informed by QCA levels of attainment to ensure appropriate teacher expectations. This system informs a more manageable, meaningful and accessible record keeping system in RE.

Monitoring and Evaluation

The coordinator is released regularly from his/her classroom in order to monitor and evaluate the quality and standard of RE throughout the school through monitoring planning, undertaking work scrutinies and observing lessons. (see Monitoring and Evaluation programme).

The co-ordinator has an action plan for mathematics which has been agreed with the school management.

The Governing Body

We have identified a RE link governor. The RE governor visits the school annually to talk with teachers and the RE co-ordinator. The link governor accompanies the RE co-ordinator to observe RE lessons throughout the school annually.

The Curriculum sub-committee meets annually to evaluate performance and consider areas for development.

Capitation

RE is identified within the whole school development plan and capitation is allocated in response to this.

Withdrawal

Parents have the right to withdraw their children from the teaching of religious education under the terms of the 1988 Education Reform Act. This withdrawal may be partial or whole depending on the request. Parents who wish to withdraw their child from RE lessons are invited to discuss the matter with the Headteacher. Withdrawn children will be accommodated and supervised as appropriate.

This policy will be reviewed in October 2011

MB/2010