

ST. PAUL'S



‘Engage – Inspire- Achieve

Religious Education Policy



Revised Autumn 2015- R Fielding

POLICY FOR RELIGIOUS EDUCATION

Mission Statement

The family of St Paul's CE Primary School, Rawtenstall work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.

Introduction

- This document is a statement of aims, principles and strategies for the teaching and learning of Religious Education at St Paul's CE Primary School, Rawtenstall.
- This document is written in support of the Mission Statement and Aims of the School.
- It was developed since the last review through a process of consultation with teaching staff.

WHAT IS R.E.?

It is the study of a variety of different faiths and beliefs and insight into the moral issues within our society and the world around us.

OUR AIMS IN TEACHING R.E.

R.E. provides opportunities for children to:

- Develop their knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence on these on individuals, societies, communities and cultures.
- Consider questions of meaning and purpose in life.
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
- Develop enquiry and response skills through the use of distinctive language, listening and empathy.
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

R.E. does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another. It is not the same as collective worship, which has its own place within school life.

R.E IS IMPORTANT BECAUSE:

- It is a body of knowledge essential to our understanding of the world around us and the beliefs and practices which exist.
- It offers an insight into the creation of our world.
- The development of the awareness and understanding of R.E. has a wide impact on everyday life.
- It prepares us to carry out responsible participation in multi-cultural society.

RELIGIOUS EDUCATION

The unique position of Christianity within the ethos of the school should be acknowledged but children should be able to develop some knowledge of other religious traditions and beliefs:-

Islam Judaism Sikhism Buddhism Hinduism

Children learn through RE through two distinct attainment targets. They are headed:

- AT1 Learning about religions
- AT2 Learning from religions

STRATEGIES FOR TEACHING R.E.

- R.E. is predominantly taught as a separate subject covering the topic areas within the Lancashire Agreed Syllabus.
- Detailed guidance (provided by Manchester Diocese) is followed with regards the teaching of Christianity

For the teaching of World Faiths the scheme of work follows the Lancashire Agreed Syllabus for Islam Judaism Sikhism Buddhism Hinduism

- Approximately 66% (2/3rds) of R.E. time is spent studying Christianity

The Predominant Mode of Working in R.E. is whole class teaching with some individual and co-operative group work.

Within each Mode of Working:

- Relevant discussion and individual contribution are encouraged.
- Class organisation and differentiation is at the discretion of the teacher and the latter is in relation to the Agreed Syllabus.

There is no specialist teaching in R.E., it is taught by the class teacher and through whole school worship. The Vicar will have some input where appropriate.

Support assistants are used in R.E.

- To assist in the classroom supporting individual and group activities. □ On outings and visits

The school follows the Lancashire Agreed Syllabus. The individual teacher's plan their children's learning through an enquiry based approach.

PUPILS WITH SPECIAL NEEDS

They may receive extra support in the classroom from a non-teaching assistant. Such pupils include:

- Those with language/communication difficulties who are given support with reading and writing.
- Those with particular flair for R.E. and who works more quickly through the work are extended through the use of supplementary materials.

HOMEWORK, where appropriate

- Finding answers to questions posed in school through the use of books and interviews with friends and family.
- Bringing artefacts and books from the home environment into school for discussion.

THE EMPHASIS OF OUR TEACHING OF R.E.

- The emphasis is placed on first hand experience and we encourage children increasingly to take control of their own learning through an enquiry based approach.
- Work may revolve around listening or debating activities where children are free to form their own opinions and interpretations.
- Wide ranges of resource materials are used during teaching.
- Pupils are encouraged to communicate their feelings and finding through a variety of methods - reports; both written and verbal, pictures and displays.

EXCELLENCE in R.E. is celebrated in display and presentation, i.e.

- Displays highlighting children's views, opinions and feelings.
- By the celebration of religious events and occasions in whole class or school gatherings, i.e. brownie/cubs/beavers.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

- Planning in R.E is a process in which all teachers are involved through a process of collaboration between staff and approved by governors.
- The curriculum is organised to ensure full coverage of the Agreed Syllabus of Work for R.E.
- Work plans are monitored by the R.E. Leader.

THE ROLE OF THE R.E. LEADER

- Take the lead in policy development and the production of Schemes of Work designed to ensure progression and continuity in R.E. throughout the School (see Agreed Syllabus).
- Support colleagues in their development of work plans and implementation of the Scheme of Work, assessment and record keeping.
- Monitor progress in R.E. and advise the Head teacher on action needed.
- Take the responsibility for the purchase and organisation of central resources for R.E.
- Keep up to date with developments in R.E. education and offer information to colleagues as appropriate.
- Support staff where appropriate to organise an R.E. area/display in classrooms.

FEEDBACK TO PUPILS

- Is achieved in R.E. through the marking and display of their work.
- Aims to help children learn by being positive and constructive.
- Developments of an R.E. vocabulary and understanding.

FORMATIVE ASSESSMENT

Is used to guide the progress of individual pupil's in their use of R.E. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage of his/her learning.

It is mostly carried out informally by teachers in the course of their learning.

Suitable tasks for assessment may include:

- Small group discussions relating to practical tasks.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their work and progress.

STRATEGIES FOR RECORDING AND REPORTING

Recording of progress in R.E. kept for each child include:

- A yearly report to the SACRE with results for end of KS1 and KS.
- A yearly report of progress.
- Reporting to parents:

This involves two appointment based open evenings and an annual written report.

STRATEGIES FOR THE USE OF RESOURCES

Classroom resources in R.E include:

- Bibles
- A crucifix
- Artefacts

Central Resources

These resources are the responsibility of the R.E. Coordinator who has a budget available. These will include resources relating to Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism (available in small study unit boxes).

These will include expensive, precious items, i.e. Quran, Torah. These resources are stored in the RE resource area and will be handled with respect to the relevant religion.

INFORMATION TECHNOLOGY can be used to support the teaching of R.E. for:

- Communication information (word processing)
- Internet research

BRITISH VALUES

Individual Liberty

Through the enquiries children undertake in each unit of work, the opportunity is given to explore, gain knowledge and to reach an understanding that people are at liberty to choose what they believe in and how they express their faith. RE promotes the idea that individuals have the freedom to choose what they believe.

Democracy

Teachers have the opportunity to model democracy within RE lessons; allowing all children the opportunity to speak, use class voting systems and debates.

The rule of law

Children are encouraged to think about the laws, commandments and expectations within a faith. They investigate how those rules would impact on their own lives as well as on the lives of the people within those religions.

Mutual respect and tolerance

Through the RE scheme of work, children will begin to identify similarities and comparisons between different faiths. Children will be encouraged to talk about their religion and beliefs and what these means to them and show respect when their peers talk about their beliefs and practices. Quality RE teaching gives the message that it is important to understand the beliefs of others.

At St Paul's, we aim to develop deeper respect for religions through a Jewish Synagogue visit in Year 4 and a Mosque visit in Year 2. This is in addition to our church visits throughout the year.

OUTDOOR CLASSROOM

In RE, children can enhance their spiritual development through outdoor experiences. In our outdoor classroom, they will be encouraged to explore the realms of curiosity, imagination and the wonder of nature. Given the space and the stimulus in our outdoor classroom, children can acquire the skills to engage, reflect and respond to big questions associated with religion and develop a 'sense of spiritual space'.

Stories are so central to RE, therefore story telling in a natural environment would further enhance the experience.

Children can develop spiritual or 'wow' moments in themselves through an outdoor classroom; such as climbing a steep hill, enjoying nature or becoming involved in planting and watching in awe as plants and nature develop.

THE LIBRARY

Houses a stock of books relating to R.E. topics

HEALTH AND SAFETY

There are no specific health and safety issues in R.E. - safe working practices (i.e. candle work) are followed at all times.

The policy was agreed by the Governing body in October 2015 and will be reviewed in October 2016