

# All Saints Upton C.E. Primary School

## Policy for Religious Education

### Introduction

- This document is a statement of the aims principles and strategies for teaching and learning of R.E. at All Saints Upton C.E. Primary School.
- It was developed during the summer of 2013 by a process of consultation with teaching staff and agreed by the Governing Body. It is reviewed every 2 years.
- It was presented to the Governing body in Autumn 2015.
- This policy will be reviewed in Autumn 2017. A schedule for the review of this, and all other, policy documents is set out in the school's Development Plan.

### What is Religious Education?

Religious Education is concerned with religious beliefs, practices and expression. Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education.

### Aims

Our aims in teaching R.E. are that all children will:

- be given the opportunity to understand the ways in which Christianity affects and enriches peoples' lives;
- through their knowledge and understanding of the life of Jesus Christ, children should be encouraged to develop a reflective and caring approach to life;
- in our work and worship together as a Christian community, strive to stimulate a recognition and enthusiasm for the spiritual dimension in our lives;
- be introduced to other faiths to help children develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.

### Continuity and Progression

- In planning the schemes of work for R.E., we have based the programmes upon the locally agreed syllabus. Themes have been chosen to match age, interest and maturity of children.
- We have endeavoured to plan for a yearly cycle in which themes are revisited and built up, drawing out new ideas appropriate to the children's stage of development. In this we aim to be sure that we are able to achieve continuity and progression at each Key Stage.
- We have also tried to ensure that the major festivals - Harvest, Christmas and Easter, are approached in a different way each year, to ensure that the

children find the work stimulating and that at the same time their breadth of knowledge and understanding is increased.

- Important consideration has been given in this Church of England School, to the significant part played by school assemblies and worship together at St. Basil's and All Saints Church at regular intervals during the year.

### **Assessment:**

- Formative assessment is used to guide the progress of individual pupils;
- It involves identifying each pupils progress determining what it has learned and what should be next. Formative assessment is mostly carried out informally by teachers in the course of their teaching children.

In assessing work in R.E. we would given careful consideration to their verbal responses, particularly in class and group discussion, their willingness to contribute ideas and relevant material, as well as the quality of written work when retelling and interpreting stories.

### **Teaching**

We recognise that the starting point for work in R.E. will be teacher led, and an enthusiastic and lively delivery is essential to awaken pupil interest. All learning styles will be catered for.

Pictures, videos and artefacts, research work; visitors and outside visits may also be undertaken.

### **Time**

Religious Education is part of the core entitlement for all pupils unless withdrawn by their parents. Five percent of the taught week will be devoted to the teaching of RE. The distribution of time ensures that the programmes of study for Christianity are covered and that the teaching of other selected religions is meaningful.

### **Resources**

A variety of resources are available to support RE.

### **Skills, Attitudes and Concepts**

Attitudes such as respect, care and concern are promoted through all aspects of school life. There are some attitudes that are fundamental to RE in that they are prerequisites for entering fully into the study of religions and learning from that experience. The following should be fostered:

- Commitment
- Fairness
- Respect

- Self-understanding
- Enquiry
- Openness
- Tolerance

Children need to develop a range of general study skills and skills specific to the study of religion. These should include the ability to:

- Gather information from a range of sources;
- Analyse, interpret and apply information;
- Listen;
- Communicate knowledge, understanding and ideas;
- Draw conclusions;
- Identify and describe the spiritual, moral and religious aspects of life;
- Understand and use religious concepts and language;
- Apply religious and moral ideas to everyday life;
- Take into account the feelings of others when exploring beliefs, practices and values;
- Question.

### **Special Educational Needs**

We at All Saints Upton acknowledge that every pupil should participate in all that the school has to offer, whatever their ability. To achieve this, a wide variety of strategies are used by teachers.

### **Monitoring and Evaluating**

- The RE/Worship Co-ordinator Team monitors and evaluates the R.E. through collecting work samples, observing some lessons and Worship.

### **The R.E. Co-ordinator's Role**

- The R.E. Co-ordinator monitors and evaluates the R.E. curriculum through the school, and feeds back to the Head Teacher. They provide resources according to need and budget requirements.
- The R.E. Co-ordinator reviews and updates the R.E. policy and the scheme of work with interested Governors.

### **Equalities Act**

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Signed

Date