

Blackshaw Moor Church of England First School

Religious Education Policy 2019

Working Together in God's Love for the Benefit of All

Introduction

At Blackshaw Moor Church of England First School we value the whole child. We aim to offer our children a creative, enriching and fulfilling learning journey enabling all to flourish. We aim to develop strong links with our local community whilst preparing our children to be good global citizens. Our school values and Christian distinctiveness underpins all that we are and do.

Rational

The study of religious education is seen as an important part of our school curriculum. It links with the aims of our school in as much as wish to foster a Christian ethos, as a church school and we maintain links with St Matthew's Church, Meerbrook, and other local churches. We seek to foster and nurture qualities of tolerance, compassion, empathy, understanding and a respect for other religions and beliefs within the school family.

Purpose

The policy aims to show how our school intends to fulfil its legal obligation to deliver Religious Education and how and where we can go beyond that to create stimulating and exciting curriculum which will meet the future needs of the children.

Aims for the teaching of Religious Education

The Education Reform Act 2002 sets out the central aims for the school curriculum. These are:

- To promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society.
- To prepare learners at the school for the opportunities, responsibilities and experiences of adult life.

At Rushton, we believe the main aims of RE fall into two broad categories:

- Learning about religion (knowledge and understanding of religion)
- Learning from religion (applying this knowledge and understanding to pupils' own experiences and values)

These two main aims are further expanded as follows:

Learning about religion

Religion - exploring and understanding religious beliefs and practices and their influences on society

Meaning - finding meaning in religious language and imagery.

Learning from religion

Issues - exploring and understanding spiritual, moral and social issues

Lifestyle - developing personal stances on related issues.

Our curriculum covers study of Islam and Judaism as an introduction to learning about world religions. This may include visits outside school and visits from members of other faith groups

Spiritual Development

The spiritual development of pupils is not the unique preserve of Religious Education. We ensure that within the curriculum pupils are given space to grow as persons and to recognise within and beyond themselves forces and insights which transcend the limits of their everyday lives. For example this may take the form of delight in their creativity, stillness before a mystery, awareness that truth lies beyond the surface of things, being moved by a sense of compassion or sense of justice, being touched or helpless before intense beauty or suffering, or even having a sense of humour. It may also mean having a personal commitment to an ideal or religious view of life. Our outdoor learning environment and Forest School activities help the children to develop their spiritual understanding further.

The contribution of RE to the curriculum and wider life of the school

RE uses and develops skills and knowledge from many areas of the curriculum, in particular, Science, English, History, Art, ICT, Music and PSHE. Appreciation of the nature of religious study and the contribution it makes to society will encourage children to develop a sense of their responsibilities as members of society and of the contribution they make to it. Learning in RE contributes to personal development by encouraging wonder and curiosity, and a respect for the richness of life.

Legal Framework

RE is taught according to the requirements of the Staffordshire Agreed Syllabus for Religious Education (2016). The school meets their statutory duties by:

- Planning and teaching RE in such a way to ensure pupils' entitlement to the learning experiences set out in the programme of learning in each key stage.
- Age related expectations are used to plan for learning, assessment and progression. □ The Standing Advisory Council on Religious Education (SACRE) guidelines are followed; Reception/Key Stage 1- 36 hours per year, Key Stage 2 - 45 hours per year.
- Focus on the teaching of Christianity whilst making pupils aware of the existence and, where possible, the broad perspective and features of other faiths and secular world views as appropriate.
- Sufficient evidence of pupils' achievement is recorded to allow for an overall 'best fit' standard of achievement to be assigned to each pupil at the end of each year.
- On transfer from key stage to key stage or school to school, teachers are able to provide the following information.
- The Agreed Staffordshire Syllabus 2017 (SACRE) alongside Understanding Christianity form the basis of all topic planning and teachers will, when appropriate, select relevant material from the selection of teacher and pupil resource material available in school.

Monitoring of implementation

Religious Education will be monitored by the RE subject leader and Foundation Governors to make sure that the above aims and objectives are carried out. A monitoring cycle is put in place at the beginning of each academic year.

Grouping

All children are taught in vertically grouped, mixed ability classes. The predominant mode of working is co-operative group work but on occasions, it may be more appropriate for the children to work individually or as a whole class.

Special Education Needs

The programme of study is taught to the vast majority of pupils in the school in ways appropriate to their abilities. As children are taught in mixed ability and mixed age classes,

whole class teaching is balanced with group work in order to address the particular needs of pupils with above and below average abilities.

Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.

Care needs to be taken to ensure that children with particular difficulties e.g. language or reading, have their individual needs met, bearing in mind the fact that children can learn much about and from religion, without being literate.

Foundation Stage

Our approach to R.E. and spiritual development in the Early Years needs to ensure that the children feel safe in sharing their own experiences, while giving them the opportunity to learn about and from the experiences of others. We recognise that young children learn best when dealing with the tangible, using a practical approach which excites and motivates them. The aims for the Foundation Stage and principles for early years' education are also applicable to learning and development in Religious Education. These aims and principles are put into practice in creating appropriate opportunities for young children to learn about and from religion and to develop their awareness of the spiritual aspects of life.

Equal Opportunities

Religious Education is planned to promote equal opportunities for all children whatever their ethnicity, culture, religion, home language, family background, special needs, gender or ability.

Parental Involvement

Encouraging parents to take an active part in the education of their children is probably one of the most important ways of improving this learning. To this end we involve parents by:- □ encouraging children to go home and talk about their work □ asking parents to help children with any homework which may be set. □ to report to the teacher if a child seems anxious about his/her work.

Assessment, Recording and Reporting

Assessment of children's work is a continuous ongoing process and records of their attainment and samples of work are kept in the subject leader file. Parents are informed about their children's progress whenever necessary and at least annually in the yearly report and at Parent's Evening.

Behaviour

Behaviour and discipline in RE lessons is particularly important as it reflects the nature of the subject. It is another way of demonstrating to the children their rights and responsibilities as members of a community. Good behaviour towards others reflects an understanding of others' needs. The school's behaviour policy will guide teachers during RE lessons.

Marking

Much work in RE will be active learning, story, discussion, drama, field work or group work. However, written work will be marked according to the school's marking policy. For the children it is motivating to know that their work will be marked and valued, and for them to get some feedback as to its strengths and weaknesses. For the teacher it is a chance to communicate directly with the children on an individual basis, to assess their progress and to inform on the effectiveness of the teaching.

Homework

Children may be expected to do small amounts of work at home as and when required.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school.

Conclusion

This policy should have a positive effect on the teaching and learning of RE in the school by encouraging clear thinking and a consistent approach throughout the school, with a view to improving performance and raising standards.