

Zetland Primary School



1859

Curriculum Policy Religious Education



IRONSTONE ACADEMY TRUST

Purpose of Study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that answer questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Vision for the Subject

In keeping with the statutory requirement, Zetland Primary School encourages pupils to develop their basic sense of identity and belonging. Religious Education enables pupils to develop respect for and sensitivity to others, in particular for those whose faiths and beliefs are different from their own.

Aims

In keeping with the statutory requirement Zetland Primary School provides Religious Education for all pupils in Key Stage 1 and Key Stage 2, following the guide lines of the Redcar and Cleveland Agreed Syllabus.

Religious Education allows children to understand religious views and beliefs.

This can be achieved if we enable children to:-

- develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain.
- explore issues within faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories) and understand the influence of 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 society.
- develop enquiry and response skills through the use of distinctive language, listening with empathy
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their response.

RE does not seek to urge religious beliefs on children or to compromise the integrity of their beliefs by promoting one belief over another. It is not the same as collective worship which has its own place in school life.

Curriculum Design and Organisation

Teaching time

- Key Stage 1 - 1 ¾ hours per week
- Key Stage 2 - 2½ hours per week

Or the equivalent of these times, as a topic can be blocked over a period of time which may mean children study a topic for more than suggested time per week, but for fewer weeks.

A typical lesson

A typical lesson will include a stated objective, a stimulus appropriate to age and ability, presented in a variety of learning styles, a learning activity and either formal or informal assessment.

Out-of-class work and homework

Many of the units in the scheme provide opportunities for teachers to set worthwhile tasks that can be completed outside normal teaching time. These may include: research, writing, illustrating, and recording. This will give parents the opportunity of knowing what learning is going on in school.

Visits and visitors

Where appropriate children will be provided with experiences of religions through visits to places of worship and presentations from visitors to the school.

Key Teaching Principles

Planning:

Long-term planning for Key Stage 1 and Key Stage 2 RE is provided through the Agreed Syllabus and the scheme of work. The units in the scheme of work can be taught in any order, but should take account of the liturgical year.

Assessment and Moderation

The children are encouraged to assess and positively criticise their own practical work.

Supporting Specific Learning Needs

The lessons suggested in the scheme are appropriate for almost all pupils. Teachers will involve all pupils through differentiation and if necessary, adult helpers and teaching assistants will be used to work with children with Special Educational Needs or English as an additional language. Due to the nature of the subject, some activities will be undertaken in small groups, allowing the teacher to give more help to the children who most need it.

Where possible more able pupils will be extended through differentiated group work and extra challenges. Each unit highlights its expectations for the end of the unit showing that some children will have progressed further than others.

Curriculum Links

RE can be studied within the context of a theme or topic which involves many subjects such as literacy, history, art, geography, ICT, however the RE element within the topic should be clearly identifiable within the objectives, content and learning activities of the topic.

Use of ICT to support learning

The use of ICT can help children's learning in RE in a variety of ways using both the laptops within the classroom learning environment and also in the ICT suite. This will be by:

- providing a range of information sources to enhance knowledge and understanding
- supporting the development of their understanding of Religious events / topics
- providing access to images of a religious nature
- contributing to pupils' awareness of the moral impact of religion in the changing world.

Resources

R.E resources are stored in central place – The Link room where R.E is taught. Children should also be taught to treat these resources with respect.

Leadership and Management

Role of the Subject Leader

The role of the subject leader is to:

- manage the subject overall, in consultation with the Head teacher
- have a strategic overview of RE
- report to the Head teacher and Governors on matters relating to RE
- lead the subject and coordinate the work of teaching staff.
- write and evaluate the religious education section of the School Improvement
- observations, scrutiny of planning and children's work and coordinator reviews

Role of the Headteacher

The Head teacher will have a strategic overview of RE taught across the school. He will support, monitor and evaluate the work of the coordinator and core team in order to improve standards and raise achievements in RE, including the implementation of the School Improvement Plan. The Head teacher will report to Governors about teaching and learning of RE.

Monitoring and Evaluation of the Subject

The Head teacher is involved in reviewing the role of the co-ordinator and in monitoring the curriculum. In this way the co-ordinator can begin to monitor quality and achievement to ensure progression. The co-ordinator will then become accountable for progression and will have some input in quality control.

Parental Engagement

In keeping with statutory arrangements, parents have the right to withdraw their children from some or all-religious education lessons. Parents are expected to inform the school in advance of this request. The school will make alternative arrangements for pupils who are withdrawn by following the Local Government policy.

Equal Opportunities

Teachers should use range of teaching and learning styles to ensure children are taught in ways suitable to their needs. Teachers should be sensitive to the needs of all children so that each child has an equal opportunity to succeed.

Health and Safety

This policy is in line with child protection policy and E safety policy.

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others, the environment and the resources they use.

Policy amended:

April 2018 S Young