

Ellington Primary School



Religious Education Policy Statement

Introduction

Religious Education at Ellington Primary School is an important element in the broad and balanced curriculum we aim to provide. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes. The National Curriculum states '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 can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.'

Aims of Religious Education at Ellington Primary School

At Ellington Primary School we hope to:

- To encourage children to ask and reflect on challenging questions
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious)
- To encourage children to appreciate and respect the different cultures in today's society

Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, so allowing them to develop:

- knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning
- knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain
- understanding of how belief may impact on culture, relationships, values and lifestyle
- understanding of how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings
- spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- understanding of ways in which religious values and teaching have an impact on action and decisions for people of faith
- a sense of awe, wonder and mystery
- skills of reflection, empathy, communication, analysis, investigation and interpretation
- attitudes of respect, sensitivity, open-mindedness and self-esteem

Subject Content

Our religious education content is based on the R.E. Northumberland Syllabus (2016). See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3).

Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities which allow them to access the curriculum fully and make progress
- Planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children

Early Years Foundation Stage

In Foundation Stage, Religious Education is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

Planning

Planning in Religious Education is a process in which all teachers are involved to ensure that the school delivers full coverage of the current National Curriculum and Foundation Stage. Teachers adhere to the progression of skills document when planning lessons to ensure progression between year groups. Teachers adapt and modify planning to suit the children's needs, their style of teaching, use of support staff and resources available. Planning follows the agreed syllabus of SACRE Northumberland RE Syllabus 2016.

Delivery of lessons – EYFS and Key Stage One teach Religious Education for half an hour per week.
– Key Stage Two teach Religious Education for one hour per week.

Teaching and Organisation

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking.

Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants should be used to support the learning of children throughout the whole of the religious education session. During the lesson they can: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they have supported with the teacher.

Classrooms and Display

To reinforce, support and celebrate the children's learning all classrooms may have a religious education based display. Displays, wherever possible, should demonstrate cross-curricular links to reinforce learning in all curriculum areas.

Health and Safety

Risk assessments (EVOLVE) will be completed if any visits are planned to religious settings. Induction booklets will be given to visitors that come to school to work with the children e.g. visiting Vicar.

Assessment

Formative assessment will be collected throughout each religious education topic. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given. Pupils in EYFS are monitored throughout the year using the Early Years Foundation Curriculum and against the ELG at the end of the year using the EYFS Profile.

Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in Religious Education through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

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Revised:

April 2020

Date of next review: Sept 2022