



Moorthorpe Primary School Policy for Religious Education

Legal Requirements

Curriculum 2014 recognises Religious Education (RE) as a 'core' subject required for all pupils.

Religious Education at Moorthorpe Primary School is provided in line with and meets statutory requirements, which are that:

The curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school

The religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain

The religious education provided shall be in accordance with the locally agreed syllabus for Wakefield

Aims of Religious Education

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

To enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences

To develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Wakefield and Great Britain

To affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people

To provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development

To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live

To enable pupils to develop an awareness and respect of the multi-faith world they are part of.

School Context

Moorthorpe Primary School serves children between the ages of 3-11 within South Elmsall, Wakefield. We work to the Wakefield Agreed Syllabus for RE and recognise the variety of religious and nonreligious families from which our pupils come. We welcome and celebrate diversity, and are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We are pleased to have the support of members of all local faith communities; we enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

Teaching and learning style

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, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping the children by ability in the room and setting different tasks for each ability group; providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the **Wakefield** LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

Foundation Stage

We teach religious education to all children in the school, including those in the reception class.

In reception classes, religious education is an integral part of the topic work covered during the year. We relate the religious education aspects of the children's work to the Development Matters set out in the Early Years Foundation Stage which underpin the curriculum planning for children aged three to five.

Contribution of religious education to the teaching of other subjects

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and IPADs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching religious education to children with special needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of

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work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment grades in our mark books, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

The RE subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Signed: