

Bidford-on-Avon C.E.
Primary School

Religious Education
Policy 2015

Introduction to the Policy

In accordance with the 1988 Reform Act, Bidford on Avon CE Primary School provides religious education for all its pupils. Religious Education is part of the curriculum and is taught in accordance with the Warwickshire agreed syllabus.

Purpose of study and Aims

The aim of the revised Warwickshire agreed syllabus support the aims of the school in that we aim to:-

- Widen every child's knowledge and experience of the world.
- Help every child develop lively enquiring minds and apply themselves to strive for excellence.
- The intervention of the syllabus is to help every child interact positively in an ever-changing global setting.

Religious Education aims to encourage and enable children to acquire a knowledge and understanding of the origin and content of the Christian religion and have an insight into the other principal religions found in the United Kingdom.

- Encourage co-operation, sensitivity and tolerance to each other.

Religious Education teaches every child to have respect for all people and their right to hold or not to hold religious beliefs. Children learn to appreciate the distinct nature of religion and its spiritual dimensions in life and so reflect upon their experiences in order to confirm, deepen or come to their own understanding of the meaning of life.

- Encourage children to develop an independent approach to personal needs and learning whilst acquiring self-confidence and self-discipline.

In Religious Education we help children to appreciate the way in which religious beliefs shape life and how they contribute to personal morality and social responsibility.

Teaching and Learning

Religious Education has a discrete place in the curriculum and has cross-curricular links with a range of subjects:

Humanities	The world past and present
Art	The use of religious subjects in art across all cultures and religions. The use of pattern and symbols
English	The use of drama, writing, poetry and reading to explore and depict areas of the subject.
Music	Music used in collective worship, for religious festivals and to express spiritual experience.
Computing	Researching information on beliefs and traditions in life and culture.
PSHCE	Develop an understanding of morality, individual responsibility and living thoughtfully in the world with others.

Time allocation: KS1 =1 hour per week
KS2: = 1 ¼ hours per week

Religious Education teaching and learning is blocked into days rather than a timetabled slot each week, with additional lessons used to support specific knowledge and understanding. Collective Worship is provided according to Coventry Diocese guidelines and while it is seen as being distinct from RE, there are certain links that can be identified.

See Policy for Collective Worship for more details.

The Foundation Stage

The Foundation Stage curriculum is based on Early Learning Goals and Religious Education comes within Knowledge and Understanding of the World and PSED. Children are taught and assessed on the basis of Development Matters Statements that progress towards final objectives which are fed into the Foundation Stage Profile for each child.

In the Foundation Stage Statutory Requirements Schools are required to: teach Religious Education (RE) for a reasonable period of time through the Prime areas: CL;PD and PSD and through the Specific areas of literacy; Mathematics; Understanding the World and Expressive Arts and Design.

Key Stages 1 and 2

The subject is timetabled to be taught to a whole class following a progressive scheme of work matched to the Warwickshire agreed syllabus. There are clear learning objectives for each module of work which covers skills, knowledge, concepts and human experiences and attitudes. Long term plans give an overview of work to be carried out in each year group. Medium term plans give details of activities and the learning objectives they support. Short term planning is taken from the medium term plans on a weekly basis.

Teaching and Learning is enhanced through displays, reflection areas, both indoor and outside, visits and visitors and the general ethos of school and has two closely related aspects- learning about religion and learning from religion.

We recognise the fact that in all classes there are children of different abilities in RE and we aim to provide suitable and challenging learning opportunities by differentiating tasks and giving additional support to children individually and in groups where necessary.

Key Stage 1 schools are required to:

- ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked
 - identify appropriate key concepts for pupils to explore throughout the key processes
 - select content from the Christian and Muslim traditions and one other (Buddhist, Hindu, Jewish, Sikh) of the school's choice for more in-depth study
 - encounter the three remaining traditions on at least one occasion
 - use the level descriptions (see main syllabus) to make judgements on pupils' attainment
- Confirmation of British values education
- report on pupils' attainment (as required in the NC foundation subjects)

Key Stage 2:

Ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked

- identify appropriate key concepts for pupils to explore throughout the key processes

- select content from the Christian, Hindu and Sikh traditions and one other (Buddhist, Jewish, Muslim) of the school's choice for in-depth study
- encounter the two remaining traditions on at least one occasion
- use the level descriptions (see main syllabus) to make judgements on pupils' attainment
- report on pupils' attainment (as required in the NC foundation subjects)

Right to withdraw:

A parent's right to withdraw his/her child from part or all of RE is confirmed in the Education Reform Act 1988. The choice to withdrawal should not be influenced by the school and reasons do not have to be given, although the school will ensure parents/ carers are aware of the educational objectives and content of the RE syllabus and the need for alternative arrangements.

Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

Community cohesion and British Values

Through our RE planning, links are made to Community Cohesion by looking at the importance of RE in our local area and how this has impacted the local community's development and the wider British nation. This is reflected in the content of RE days and Collective Worship.

Management of Religious Education within the school

The religious education manager is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- The organisation of RE resources within the school.
- Maintaining the Subject Manager's File

Health and Safety

In organising visitors, visits or the use of artefacts staff needs to consider issues of health and safety and pupil safeguarding, referring to the relevant policy and documentation. All external visits require a risk assessment. Refer to the Offsite Activities folder and Health and Safety guidelines.

Information on accredited sites is found on the WES website.

- Keeping informed of changes and updates in RE teaching, for example attending Network meetings and feeding back information to the rest of staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching RE.

Online Safety

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

Safeguarding

All activities in RE will be managed within the guidelines stated in the school Safeguarding Policy. All additional adults / volunteers supporting RE activities must be informed of their safeguarding duties and checked with the office / safeguarding leads for their suitability before being asked.

All trips / visits must be risk assessed and an OSA1 form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational Visits Policy regarding arrangements for all trips.

Assessment and Recording

Planning for Key Stage 1 and Key Stage 2 is on a half termly basis and assessment is built into some of the modules. Teachers assess children's work in RE by making informal judgements and observe them during each RE lessons. At the end of a unit of work the teacher will reflect upon the children's learning and will make a summative judgement about achievement of every child if they have yet to obtain, met or exceeded the unit objectives through the assessment for learning. Key Stage teams complete a termly subject review, which support improvement in planning and resourcing of subjects and the subject leader completes an annual subject action plan / review and end of year subject report to support the monitoring of standards in the subject.

Resources

Artefacts are kept centrally in the main stock cupboard in the hall in labelled boxes and poster folders. A selection of books are kept in the library and main store and can be borrowed by staff and children.

A list of artefacts and resources can be found within the resources link;
www.warwickshire.gov.uk/eds

Further information can be found:

WES www.futuresinlearning.net (Information can be found in resources RE homepage)

Monitoring and review.

Monitoring of the standards of the children's work and of the quality of teaching RE is undertaken to ensure that pupils make the best possible progress. The annual RE action plan indicates areas for further improvement.