

Chacombe CEVA Primary Academy
Religious Education Policy

Aims and Purposes of Religious Education

At Chacombe CEVA Primary Academy the aims of Religious Education are to:-

- *To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today all over the world.*
- *To enable pupils to learn about the other major religions, their contribution to British culture, politics, art, history and on our everyday lives.*
- *To provide opportunities for children to develop a balanced understanding of the rich, diverse and ever changing world they live in.*
- *Promote respectful attitudes and values which are necessary for responsible citizenship.*
- *To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs*
- *To contribute to a broad, balanced and relevant curriculum.*

The Governors have agreed that we are fully in support of the Aims and Objectives set out in the Agreed Syllabus for Religious Education in Northamptonshire – 'Growing Together'. The aims and objectives outlined within the syllabus recommend that pupils be provided with opportunities to:

Become successful learners by –

- *Building increasing knowledge and understanding of religions, beliefs and of the fundamental questions of life;*
- *Developing skills and attitudes that enable broad minded and open hearted engagement in a diverse world;*

- *Finding interest and satisfaction in studying their own views and the views of others on ultimate questions;*
- *Being increasingly skilled at making links between beliefs, values, ways of life and religious practice and with their own experiences, ideas and viewpoints.*

Become confident individuals by –

- *Developing, through good learning, their own sense of identity in terms of beliefs and values*
- *Reflecting on ultimate questions and on the ideas and practices of belief systems. They are then helped to understand more about themselves and others, and how to communicate. They are encouraged to develop their ideas and express them appropriately;*
- *Exploring and enquiring into the idea of human well being, as expressed variously in different faiths and beliefs, and being able to learn confidently from the experiences and ideas of others;*
- *Making sense of the idea that a fulfilling life can be lived from many different perspectives, including religious and spiritual perspectives, and an unfulfilling life may be narrow or restricted.*

Become responsible citizens by –

- *Asking and exploring a range of answers to questions about life, individuals and society;*
- *Raising issues of local, national and global concern and placing them in spiritual and moral contexts;*
- *Understanding the beliefs and practices of religions and world views, enabling pupils to make connections between belief and action;*
- *Considering and clarifying the values and commitments by which we live, developing an understanding of positive contributions to society;*
- *Considering the beliefs behind environmental action, the needs of refugees or the work of aid agencies, to become aware of the connections between beliefs, lifestyles and ultimate questions;*
- *Considering the idea of responsibility, e.g. for self, others, the world, and ultimate truth*
- *Evaluating ethical issues and expressing views using reasoned arguments. Pupils can then enhance their capacity and desire to make a positive contribution to debates and decisions in society.*

The legal Requirement

Our school curriculum for Religious Education meets the requirements of the Education Reform Act (ERA) 1988. The ERA requires that R.E. should be taught:

- *To all pupils in full-time education including those in the reception class who are less than five years old.*
- *As part of the curriculum, and should promote the ‘spiritual, moral, cultural, mental and physical development of pupils’.*
- *As an agreed syllabus which reflects the fact that the religious traditions in Great Britain are the main Christian, while taking account of teachings and practices of other principle religions represented in Great Britain.*

Right to Withdraw

Children may be withdrawn from RE at the request of parents, through written notice to the Head Teacher. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the Head Teacher and Governors.

Curriculum Organisation

Although RE is planned as a separate subject throughout the school we have designed our long term plan in order for teachers to be able to make links with our creative curriculum topics where relevant and in light of where different celebrations fall in the year. Our RE curriculum is planned in accordance with the Northamptonshire LA's Agreed Syllabus. We ensure that the topics covered build upon prior learning and provide opportunities for children of all abilities to develop their skills and knowledge in each unit. The school provides the Agreed Syllabus recommendation of a minimum allocation of curriculum time for RE. This works out at 30 hours of adult-led experience in EYFS, 36 hours in KS1 and 45 hours in KS2 during an academic year. At Chacombe CEVA Primary Academy the KS1 and KS2 the schemes of work are organised into a two-year rolling programme to take into account our mixed year group classes. However our EYFS class follow a single year programme with adult led RE being taught mostly within the 'Understanding the World' area of the curriculum.

Assessment

Assessment in RE is carried out in line with the school assessment policy. Assessment trackers, post it notes and notes on planning are used as 'assessment for learning' tools to inform planning. Teachers are also encouraged to make use of the assessment opportunities set out in the Agreed Syllabus' exemplified units. These assessments are also used to form summative assessments of each pupil in line with the level descriptors in the Agreed Syllabus using APP sheets, allowing track individual children's progress. The summative assessment data is recorded and used to set targets and inform future planning. Pupils are involved in assessment with marking and high quality feedback being used to give opportunities for children to reflect on what they have learned and inform their next steps. An evaluation of the children's progress in R.E throughout each year is recorded and reported to parents through the annual report in the summer term.

Teaching and Learning

We aim to provide a variety of teaching and learning styles which allow access to RE by all pupils. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which we use are: Dramatic conventions; Group work; Individual reflection; Use of music and art; Artefact handling; Multi - sensory approaches; Visits and visitors; Use of ICT; Use of photos, posters, DVDs. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Attainment Targets of the Agreed Syllabus in a balanced way.

Resources

Resources have been reviewed and updated to ensure they meet the requirements of the new Agreed Syllabus. Staff are invited to suggest gaps in the resources for future spending.

Community Links

Strong links exist with the village church and opportunities are taken to visit to enhance the teaching and learning of Christian topics. The Rector also visits the school on a regular basis and we visit the church for special services throughout the year. The children are also regularly supported by members of the Parish who take part in the life of the school. The children are encouraged to take an active part in these services.

Role of the Head Teacher and Governors

As well as ensuring that legal obligations are fulfilled the Governing Body and Head teacher should also make sure that:

- *The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation*
- *Those teaching RE are suitable qualified and trained in the subject.*
- *Clear information is provided for parents on the RE curriculum and the right to withdraw within school policy.*
- *RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.*

Role of the Co-ordinator

The role of the co-ordinator is to:-

- *Highlight areas for the development of RE within the School Development Plan.*
- *Ensure children are making progress in achieving the learning objectives set out in the agreed syllabus.*
- *Co-ordinate the purchase of resources.*
- *Review INSET needs of staff and provide suitable training opportunities.*
- *Ensure that staff have relevant resources available to deliver the curriculum.*
- *Ensure that there is a whole school approach to planning and assessment.*
- *Ensure that the policy is correctly implemented throughout the school.*
- *Review and update this policy periodically.*

The Role of Teaching Staff

- *Have high aspirations for the educational and personal achievement for all pupils in RE.*
- *Ensure coverage of the curriculum is met.*
- *Keep records of children's attainment and progress in RE, in line with our Assessment Policy.*
- *Promote the school aims for RE.*

Monitoring, Evaluation and Review of this Policy

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Equal Opportunities

Please see our school statement