



Rushton CE (VC) Primary School
Happy Learning Together

POLICY FOR RE

Rational

The study of religious education is seen as an important part of our school curriculum. It links with the aims of our school in as much as we wish to foster a Christian ethos, as a church school. We nurture qualities of tolerance, compassion, empathy, understanding and a respect for other religions and beliefs.

Purpose

This policy aims to show how our school intends to fulfil its legal obligation to deliver Religious Education and how and where we can go beyond that to create a stimulating and exciting curriculum, which will meet the future needs of the children.

Guidelines

- Aims for the teaching of RE:
- Spiritual Development
- Monitoring of implementation
- The contribution of RE to the curriculum and to the wider life of the school
- Entitlement
- The use of Commercial Schemes
- Grouping
- Special Educational Needs
- Foundation Stage
- Equal Opportunities
- Health and Safety Issues
- Parental involvement
- Resources
- Assessment, Recording and Reporting
- Behaviour and Discipline
- Marking
- Homework
- Display

Aims for the teaching of Religious Education

The R.E. process is engaging children in discovery and self understanding. The main aims of R.E. fall into two broad categories:

- Learning about religion (knowledge and understanding of religion)
- Learning from religion (applying this knowledge and understanding to pupils' own experiences and values)

These two main aims are further expanded into two areas of learning (four attainment targets)

- Learning about religion
 - a) Religion - exploring and understanding religious beliefs and practices and their influences on society
 - b) Meaning - finding meaning in religious language and imagery.
 - Learning from religion
 - c) Issues - exploring and understanding spiritual, moral and social issues
 - d) Lifestyle - developing personal stances on related issues.

Our curriculum covers study of a variety of world religions. This may include visits outside school and visits from members of other faith groups.

Spiritual Development

The spiritual development of pupils is not the unique preserve of Religious Education. We ensure that within the curriculum pupils are given space to grow as persons and to recognise within and beyond themselves forces and insights which transcend the limits of their everyday lives. For example this may take the form of delight in their creativity, stillness before a mystery, awareness that truth lies beyond the surface of things, being moved by a sense of compassion or sense of justice, being touched or helpless before intense beauty or suffering, or even having a sense of humour. It may also mean having a personal commitment to an ideal or religious view of life.

Monitoring of implementation

Religious Education will be monitored by the R.E. co-ordinator at least biannually in order to make sure that the above aims and objectives are carried out.

The contribution of RE to the curriculum and wider life of the school

RE uses and develops skills and knowledge from many areas of the curriculum, in particular, Science, English, History, Art, ICT and Music. Appreciation of the nature of religious study and the contribution it makes to society will encourage children to develop a sense of their responsibilities as members of society and of the contribution they make to it. Learning in RE contributes to personal development by encouraging wonder and curiosity, and a respect for the richness of life.

Entitlement

At Rushton school we recommend that all pupils receive a minimum of 5% of curriculum time for the study of RE (36 hours KS1, 45 hours KS2 - Staff advisory council for RE). The subject is taught in accordance with the Agreed Syllabus, linking with topics in other subject areas but distinct from them.

The Use of Commercial Schemes

Commercially produced schemes of work are not used in RE. The Agreed Syllabus and the curricular guidance for the Foundation stage form the basis of all topic planning and teachers will, when appropriate, select relevant material from the selection of teacher and pupil resource material available in school.

Grouping

All children are taught in vertically grouped, mixed ability classes. The predominant mode of working is co-operative group work but on occasions, it may be more appropriate for the children to work individually or as a whole class.

Special Education Needs

The programme of study is taught to the vast majority of pupils in the school in ways appropriate to their abilities. As children are taught in mixed ability and mixed age classes, whole class teaching is balanced with group work in order to address the particular needs of pupils with above and below average abilities.

Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.

Care needs to be taken to ensure that children with particular difficulties e.g. language or reading, have their individual needs met, bearing in mind the fact that children can learn much about and from religion, without being literate.

Foundation Stage

Our approach to R.E. and spiritual development in the Early Years needs to ensure that the children feel safe in sharing their own experiences, while giving them the opportunity to learn about and from the experiences of others. We recognise that young children learn best when dealing with the tangible, using a practical approach which excites and motivates them. The aims for the Foundation Stage and principles for early years' education are also applicable to learning and development in Religious Education. These aims and principles are put into practice in creating appropriate opportunities for young children to learn about and

from religion and to develop their awareness of the spiritual aspects of life.

Equal Opportunities

Religious Education is planned to promote equal opportunities for all children whatever their ethnicity, culture, religion, home language, family background, special needs, gender or ability.

Health and Safety Issues

When engaged in practical tasks, children will be expected to behave in a considerate and responsible manner and to show respect for other people and equipment. Children will be encouraged to think about and to discuss the safety aspect of their activities. (All accidents, however slight, should be reported in the school's accident record book).

Parental Involvement

Encouraging parents to take an active part in the education of their children is probably one of the most important ways of improving this learning. To this end we involve parents by:-

- encouraging children to go home and talk about their work
- asking parents to help children with any homework which may be set.
- to report to the teacher if a child seems anxious about his/her work.

Resources for RE

Resources are kept in the Religious Artefacts cupboard in the corridor, in the library and in the staff room.

Assessment, Recording and Reporting

Assessment of children's work is a continuous ongoing process and records of their attainment and samples of work are kept in the subject leader file. Parents are informed about their children's progress whenever necessary and at least annually in the yearly report and at Parent's Evening.

Behaviour and Discipline

Behaviour and discipline in RE lessons is particularly important as it reflects the nature of the subject. It is another way of demonstrating to the children their rights and responsibilities as members of a community. Good behaviour towards others reflects an understanding of others' needs. The school's behaviour policy will guide teachers during RE lessons.

Marking

Much work in RE will be active learning, story, discussion, drama, field work or group work. However, thorough and frequent marking of the children's written work has several beneficial effects. For the children it is motivating to know that their work will be marked and valued, and for them to get some feedback as to its strengths and weaknesses. For the teacher it is a chance to communicate directly with the children on an individual basis, to assess their progress and to inform on the effectiveness of the teaching.

Homework

Children are often asked to bring into school, items of interest to the topic e.g. a precious object, a baby photo.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion This policy should have a positive effect on the teaching and learning of RE in the school by encouraging clear thinking and a consistent approach throughout the school, with a view to improving performance and raising standards.

Monitoring This policy and the guidelines will be reviewed every two years or before any innovation.

Agreed by Staff:

Agreed by Governors:

To be reviewed: April 2018