



Devonshire Primary Academy Religious Education Policy



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Person responsible for policy: Miss C Stackhouse

Devonshire Primary Academy **Religious Education Policy**

RE is the exploration of shared human experience, religious traditions, beliefs, values and personal meaning. This policy reflects the academy values and philosophy in relation to the teaching and learning of RE throughout the academy. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the academy and of society. It prepares pupils for the opportunities, responsibilities and experiences of adult life. It sets out a framework within which teachers can operate and gives guidance on planning, teaching and assessment.

Aims

The aims of RE in the academy are to:

- enable children to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others;
- help the pupils to be better equipped to cope with the experiences and responsibilities of adult life;
- encourage pupils to respect and understand those who follow different faiths and to recognise and question prejudice;
- foster feelings of wonder, delight and mystery in the world around them

Legal Requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988).

1. Religious Education is part of the basic curriculum but not of the National Curriculum. It must be taught according to a locally agreed syllabus prepared by a specially convened standing conference. Religious Education is taught within the framework of the Lancashire Agreed Syllabus, adopted by Blackpool LEA in 1998.
2. Religious Education must not be denominational but teaching about denominational difference is permitted.
3. Religious Education must be provided for all registered pupils but parents have the right to withdraw their children from Religious Education lessons.
4. The Education Reform Act (1988) states that the "Religious Education 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 other principal religions represented in the country". The Lancashire Agreed Syllabus meets the above requirements.

Curriculum and Academy Organisation

In order to achieve these aims, RE is organised as follows:

- it is based upon the Lancashire Agreed Syllabus 2016;
- each year group investigates a key question;
- it is taught to each class within each year group either weekly or as a block.
- in Key Stage1 and 2, in accordance with the Agreed Syllabus, each year group follows a scheme of three units of Christianity (Jesus, God and The Church) plus two progressed religions (currently Islam and Hindu Dharma) and one unit each from the other main religions;

In addition, a considerable amount of RE is implicit and taught by example and discussions of the pupils' own experiences. Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in all parts of the curriculum but are highlighted in RE. Sensitivity to others and a readiness to listen to others' viewpoints are fostered throughout the curriculum and especially in RE and PSHCE.

Children are sometimes withdrawn from the subject at the request of their carers. In these instances, the child is cared for by a member of the academy staff.

Time Allocation

Approximately 5% of teaching time is dedicated to the teaching and learning in RE excluding collective worship and assemblies.

Planning

Planning units is the responsibility of the RE coordinator. These are adapted from the Lancashire Agreed Syllabus. Teachers will plan using the four field enquiry: shared human experiences; living religious tradition; beliefs and values and the search for personal meaning. Weekly planning to deliver the units to suit individual class needs is the responsibility of individual class teachers.

Class Organisation and Teaching Style

Within classes, pupils are taught as whole class groups, smaller groups and sometimes individuals. Within this structure:

- groups can be mixed ability with differentiation by outcome or by role or ability groups with differentiation by outcome or by task or by level of support;
- groups and individuals are encouraged to communicate feelings and findings in a variety of ways;
- ICT is used where appropriate;
- Cross-curricular links are identified in unit plans and individual class plans where appropriate.

Assessment

Assessment is based on the RE assessment progression grids which enables teachers to form age related judgements.
There is also a P scale for children if required to measure progress.

Teacher assessment includes: marking children's written work, observation of and discussion with children. Teachers use assessment to inform their weekly plans within the framework of the Agreed Syllabus.

Reporting

A yearly written report of progress is given to parents and is intended to give a clear and helpful picture of their children's progress.

Parents are also invited to attend Parents' Evenings twice yearly to discuss their child's progress, and can meet with teachers at any time by request.

The Role of the Co-ordinator:

It is the coordinator's role to:

- prepare the policy and scheme of work and review these with staff;
- review and contribute to teacher planning;
- lead or contribute to staff meetings or INSET;
- specify and order resources and co-ordinate their use;
- analyse pupils' access to RE
- monitor and review teachers' plans;
- review pupils' work, standards and assessment results and use these to inform planning for provision of the subject.

The coordinator's own professional development should include working with all age groups within academy, access to external INSET, courses and meetings and personal reading.

Resources

We have resource boxes for each religion including photos, artifacts, books etc.

INSET Provision

Staff and academy needs are considered and planned for by the coordinator and Senior Management Team. They are identified through curriculum evaluation and teachers' specific requests. The need, use and effectiveness of INSET on teaching and learning within RE will be monitored and reviewed by the coordinator.

Equal Opportunities

It is the responsibility of all academy staff to ensure that all pupils, irrespective of gender, ethnicity, social circumstance and ability, including gifted and talented pupils, have access to the curriculum and make the greatest progress possible. Please refer to the Equal Opportunities Policy.

Special Educational Needs

RE is taught at a level appropriate to the age, ability and experience of the pupils and is, therefore, accessible to all. Provision for pupils with SEN in RE is the responsibility of the class teacher. Please refer to the Special Educational Needs Policy.