



# RE Policy

Date: 26/01/14

### Summary

This document sets out how Religious Education is taught at Marish Academy Trust and our long term plan for the delivery of the RE Curriculum.

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## **Introduction**

This policy outlines the purpose, nature and management of Religious Education (RE) taught within the Trust. It takes into account the following points:

- The pupils of Marish Academy Trust come from many different cultural, social, religious and racial backgrounds.
- Whilst recognising that RE, in the main, will be based on Christianity, we aim to address the needs of our school community in line with the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2012 - 2017)
- It is not the responsibility of the Trust to promote any particular religious standpoint.
- The implementation of the policy is the responsibility of all teaching staff.
- It fulfils the requirements of the Education Act (1996)

## **Aims**

Religious Education should help pupils to 'Learn about' and 'Learn from' religion. Learning about religion will include enquiry into and the investigation of, the nature of religion, its beliefs, teachings and ways of life. Learning from religion is concerned with developing pupils reflection on and response to their own and others experiences in the light of their learning about religion.

Pupils will learn about religion by:

- Acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Britain.
- Developing an understanding of the influence of belief, values and traditions on individuals, communities, societies and cultures.

As well as this, pupils will learn from religion by:

- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- Developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain.
- Enhancing their spiritual, moral, social and cultural development by:
- Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their study.

## **Delivering the Curriculum**

The Curriculum is taught to all pupils except for those withdrawn at the request of their parents (The Education Act (1996)). Teachers also have the right to withdraw from teaching the subject.

Teaching RE is the responsibility of all teachers.

## Teaching and Learning Strategies

All activities are planned to enable children to develop the specific knowledge, understanding, skills and attitudes covered in the units of the programs of study in the Agreed Syllabus.

The curriculum should build on and enrich the differing experiences pupils bring to Religious Education.

This is achieved by:

- Discussions
- Use of artefacts
- Visitors from different faiths
- Visits to Places of Worship
- Use of DVDs and other AV material
- Use of ICT, including websites
- Use of up to date books and posters
- Celebration of festivals
- Using their senses and having times of quiet reflection
- Cross curricular study including art, music, drama and DT.

## Organisation

The curriculum is based on the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2012 - 2017).

### Foundation Stage

Exploring religion and cultures in the Foundation stage provides rich opportunities for children's spiritual, moral, social and cultural development. The curriculum covers the four areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

It is a requirement that, in exploring these areas of learning, children should encounter Christianity and at least one other world religion.

### Key Stage 1

The curriculum is based on questions from three main areas of focus:

- Believing
  - Who do I believe I am?
  - Is God important to everyone?
  - Does the world belong to God?
  - What can I learn from stories from religious traditions?
- Behaving
  - Should people follow religious leaders and teaching?
  - Should people take care of the world?
- Belonging
  - Does it feel special to belong?
  - Are religious celebrations important to people?
  - Are symbols better than words at expressing religious beliefs?

Teaching should draw on Christianity, Judaism, other religions, as appropriate, and a secular world view, where appropriate.

## Key Stage 2

The curriculum is based on questions from three main areas of focus:

- Believing
  - Do religious people lead better lives?
  - Do sacred texts have to be 'true' to help people understand their religion?
  - Should religious people be sad when someone dies?
- Behaving
  - Is religion the most important influence and inspiration in everyone's life?
  - Do all religious beliefs influence people to behave well towards others'?
  - Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
  - Is it possible to hold religious beliefs without trying to make the world a better place?
- Belonging
  - Does participating in worship help people to feel closer to God or their faith community?
  - How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?
  - Can the arts help communicate religious beliefs?

Teaching should draw on Christianity, Hinduism, Sikhism, other religions as appropriate, and a secular world view, where appropriate.

## Time Allocation

The following hours should be devoted to Religious Education:

- Key Stage 1: 36 hours per year (equivalent to 1 hour per week)
- Key Stage 2: 45 hours per year (equivalent to 1 ¼ hours per week)

*There is no stipulated time allocation for the Foundation Stage.*

## Inclusion

### Equal Opportunities at Marish Academy Trust

We aim, within the Trust, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices enable all children to reach their potential.

### Gifted and Talented Children

Within Marish Academy Trust, up to 10% of the school population may be considered gifted and talented. Each term, staff meet with the Gifted and Talented Coordinator to identify children who are considered more able in this subject area. In turn, the subject leader liaise with the Gifted and Talented Co-coordinator and class teaching staff to ensure more able children receive the appropriate support and challenge.

### Children with English as an Additional Language (EAL)

All pupils with EAL are provided with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. At specific times, the EAL support team work alongside children to support them with their learning.

## Disability Statement

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a child's disability has

been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details please refer to the school's Disability Equality Scheme.

## Gender Equality

Staff at Marish Academy Trust, ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality. Any curriculum developments are monitored to identify if they have had an adverse impact relating to gender issues.

## Special Educational Needs

Within the Trust, we are continually striving for an inclusive multi-sensory approach, which values and embraces the individual learning differences of the children within our school. Therefore, in addition to targeting individual needs through differentiation, intervention programmes and G/IEPs, we are also focusing upon specific areas within our mainstream classrooms, with the aim of continually improving and developing our inclusive practice. This includes the use of: blue/green backgrounds on interactive whiteboards; visual timetables; spelling display boards, with mnemonics and picture cues; visual, auditory and kinesthetic prompts.

## Assessment and Record Keeping

The planning, teaching, learning and assessment of RE should be informed by the eight level scale of attainment taken from 'The non-statutory national framework for Religious Education' published by QCA in 2004.

It is expected that the majority of pupils will work within the following range of levels:

**Key Stage 1:** Levels 1-3

**Key stage 2:** Levels 2-5

The expected attainment of the majority of pupils is as follows:

**At age 7:** Level 2 and above

**At age 11:** Level 4 and above

Assessment should be through on-going teacher assessment. While teachers may wish to carry out specific pieces of work to enable assessment to take place, formal testing is not required or appropriate. Assessment should take place at least once a term.

## Monitoring

The RE Co-ordinator will monitor teaching and learning in RE by:

- Collecting samples of work from a range of pupils across the school
- Pupil questionnaires
- Collecting medium term planning from teachers
- Observing lessons

## Roles and Resources

### Home Learning

RE is a subject that particularly draws on home experiences and values. Pupils are encouraged to discuss their beliefs at home and to share them with other members of the class.

### Resources

There is a collection of religious artefacts and books stored in the resources room. Teachers should take the artefacts to classrooms and allow children to use them appropriately as part of their study. There is also a range of books covering religious topics in the library.

### ICT

Information and Communication Technology enhances our teaching and learning in RE, wherever appropriate, in each key stage. Children use the computer suite and individual machines in classrooms to enhance their skills in a variety of ways, such as data handling, word-processing, researching information on the Internet, presenting information and using digital cameras. Staff and children are also encouraged to use the IWB in lessons, with high quality resources available, again where appropriate. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

## The Role of the Subject Leader

The School appoints an RE co-ordinator whose role is to:

- Monitor the teaching and learning of RE
- Maintain an up-to-date knowledge of local and national developments in the subject
- Maintain a resource base including religious artefacts and books
- Build links with members of local religious faiths
- Provide support to teachers in the delivery of the RE curriculum
- Monitor and review the curriculum
- Monitor and review the policy
- Ensure that all teachers have knowledge of the policy, curriculum and resources
- Deliver INSET as needed

**Revision History**

Version	Date	Author	Comments
1.0	13/01/2012	HT	
2.0	27/01/2014		

**Approval History**

Version	Approved	Comments
1.0		