

Hartford Primary School
Religious Education Policy 2015

Pupils who follow the RE programme in our school gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

The Purpose of this document

The Education Act (1996) requires that: Religious Education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the locally agreed syllabus which is Cheshire West and Chester RE Syllabus.

It is the purpose of this document to give a clear outline of the aims and objectives and how we teach, plan and assess RE, to all staff who teach Religious Education at Hartford Primary School.

Aims and Objectives for Religious Education

Religious Education is a foundation subject and is important to our school. We aim to help our children to:

- Acquire and develop knowledge and understanding of principal world faiths;
- Develop an understanding of the influences of beliefs, values and traditions on the individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- Enhance spiritual, moral, cultural and social development,
- Develop awareness of the fundamental questions of life in the light of their own experience, beliefs and values;
- Cultivate reasoned, considerate and thoughtful expression;
- Aspire to tolerance;
- Have a sense of awe.

Teaching and learning

Within the teaching and learning of Religious Education there are two attainment targets.

Attainment target 1: To learn about a religion.

Attainment target 2: To respond to that religion.

We teach these attainment targets through an enquiry point of view with an overarching theme.

Within each unit of work our children will;

- **Engage** Pupils connect with the theme by considering their previous experiences.
- **Enquire/Investigate**. Pupils will learn about the theme.
- **Express/Respond**. In light of the investigation and enquiry, pupils make their own responses.
- **Evaluate/Reflect**: Pupils evaluate and reflect on their learning making meaningful links to their own lives.

Religious Education is dependent on the application and developing use of general educational skills and processes. The following are skills that we use to enable pupils to make progress within Religious Education:

- **Analyse**: Draw out ideas, opinions, beliefs, facts
- **Synthesise**: Make links between religion and human experience.
- **Express**: Explain, identify, respond.
- **Apply**: Apply what has been learnt from a religion to a new situation.
- **Evaluate**: Draw conclusions and debate.
- **Investigate**: Gather information, ask relevant questions, know what may be appropriate information.
- **Interpret**: Draw meanings from e.g., artefacts, stories, interpret religious language, suggest meaning.
- **Reflect**: Ponder on e.g.; feelings, questions, practices, think and speak carefully about religions and spiritual topics.
- **Empathise**: Consider the thoughts, feelings, experiences, beliefs of others, see the world through someone else's eye, develop the power of imagination to identify feelings.

At Hartford Primary School, Religious Education may be taught using a variety of approaches including visual, auditory and kinaesthetic. For example; drama, role play, dance, music, ICT, Art and Design, discussion, working in pairs/groups, written, matching, sorting, stories, Design Technology, tasting, time for reflection, visits and visitors as appropriate

Planning the Religious Education Curriculum

- The teaching of Religious Education at Hartford is based on the Cheshire Religious Education Agreed Syllabus of September 2013.
- The requirements of the syllabus are that 5% of the curriculum time is allocated to the teaching of Religious Education. (KS2; 45 hours per year : KS1; 36 hours per year; Foundation stage ; Christianity is taught in addition to the requirements of the Early Learning Goals. It is expected that by the end of the summer term Foundation stage classes will be moving towards the statutory requirement for KS1)
- The Religions to be covered are as follows:

Foundation Stage	YR 1& 2 (6 half terms total)	Yr 3 and 4 (6 half terms total)	Yrs 5 and 6 (6 half terms total)
Christianity is taught in addition to the requirements of the early learning goals. It is expected that by the end of the summer term, Foundation classes will be moving towards the statutory requirements for KS1	Christianity - 4 terms Judaism - 1 terms	Christianity - 3 terms Islam - 2 terms Sikhism - 1 term	Christianity - 3 terms Islam - 1 term Judaism - 1 term Hinduism - 1 term

- RE is taught in the final week of each term or blocked over
KS1 one day (excluding session after last playtime) and one session of 1hr 40 minutes
KS2 one and a half days.
- In the main, Religious Education is taught as a discrete subject however, it can form part of cross-curricular teaching where appropriate.
- On the whole RE is taught in mixed ability groups however there are occasions when it may be taught in ability groups

Differentiation

How is the curriculum differentiated?

At Hartford Primary school we differentiate according to our children ability.

The RE curriculum may be differentiated within lesson in different ways. Consideration will be given to:

- Differentiated questioning
- Differentiated text
- Supporting groups or individual children
- Setting extension tasks
- Responses may be recorded in different ways

Gifted and talented children:

- Set extension tasks,
- Encouraging philosophical thought
- Use technical language and correct structures in written work
- Encourage use of critical thinking

Children with special needs:

- Refer to p scale descriptors
- Link objectives to personal individual education plan
- Select material from earlier key stages
- Record responses in appropriate ways
- Encourage response through the arts
- Ensure questions are not limiting

Homework

No formal homework will be given however there may be some homework linked to the Learning Logs.

The role of the Religious Education Subject Leader

The Religious Education Subject Leader is responsible for the development and monitoring of the Religious Education curriculum. They support the planning process and take part in team teaching cycles to develop teacher expertise. They identify areas of strength within the school team and use this good practice to support area of development. They are responsible for updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the Religious Education policy.

They assist staff by leading staff meetings; planning and leading CPD training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

They will liaise with any named Governor to keep the Governors informed about developments within the subject, to enable them to monitor the Teaching & Learning of Religious Education within the school.

They maintain a positive ethos for the subject, through support and encouragement of staff, children and parents.

In monitoring and evaluating their subject, they triangulate evidence of pupils' progress over time, through scrutiny of books and planning, observations of lessons and interventions and analysis of data and achievement.

Equal Opportunities

It is expected that **all** pupils including those with learning difficulties, those who are gifted and talented, pupils for whom English is a second language, pupils from all religious communities and pupils from a wide range of ethnic and diverse backgrounds will have access to the RE curriculum by meeting all pupils' learning needs through a lively, stimulating curriculum which takes account of physical, sensory, academic, emotional, and the learning needs of individual pupils in ways which acknowledge the value of their response, contributions and achievements.

Teachers will take account of the requirements and make provision where necessary to support individuals or groups to realise their full potential.

Special Educational Needs

In accordance with the Special Needs Policy we are a fully inclusive school and children with special educational needs are included in all lessons.

It is the responsibility of the Class Teacher to ensure that any additional equipment or support is available to suit the needs of all children.

Assessment and Record Keeping

Assessment is an integral part of planning, teaching, and learning at Hartford Primary School which enables teachers to make necessary interventions to meet learning needs.

- Teachers will make formative assessments (this assessment informs the next step of learning) and summative assessments (this summarises where children are at a given point) and is recorded on the Quigley milestones tracking grid.
- Pupils will self-evaluate through sharing of the learning objective, the traffic light system or peer assessment.
- Recording of assessments can take a variety of forms, for example teacher observations, formal assessments, art work, role play, mind maps, oral responses, pupil interviews, annotated pupils work, videos, photos and displays. Assessment may be completed with the whole class, smaller groups or individual pupils.
- Each year an annual report of pupil attainment is made to parents.
- Children's work is assessed and reported according to the End of Key Stage Statements in the Agreed Syllabus

Marking

- Because much of the work in RE may be of a practical nature, there may be little formal marking and as such verbal feedback will be given during the lesson or at the beginning of the next lesson.

- When work is formally recorded it will be marked according to our marking policy and where the pupils may need to give more thought to the topic, the pupils will be required to respond.
- When work is written, it is expected that children will reflect expected standards in English.

Withdrawing a child from Religious Education

Education act (1996) Parents have the right to request the withdrawal of their child from part of or all religious education.

If a request is made to withdraw a child, alternative arrangements will be made so long as it does not involve any additional cost to the school or local authority.

(In the year 2014-2015 one child has been withdrawn).

Julie Rowen Subject Leader

Date of policy: September 2015

Date agreed by Governing Body:

Date for review: *Spring Term 2017 or earlier if legislation changes*