

# Forty Hill CE School

## Religious Education Policy



### Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Forty Hill CE Primary School.

### Aims and Objectives

At Forty Hill CE Primary School, Religious Education is a core subject within which we aim to:

- develop an understanding of core Christian Values highlighted by the ethos of the school
- have knowledge of whom Jesus is why He came and how people come to have faith in Him and serve Him
- develop their own spiritual knowledge and understanding and an awareness of spiritual and moral issues
- develop the children's knowledge and understanding of the major world faiths and what it means to be committed to a religious tradition
- encourage the children to have a sense of awe and wonder when they explore the natural world
- reflect on their own experiences and to develop a personal response to the fundamental questions in life asked by people
- have respect for others people's views and to celebrate the diversity in society
- develop knowledge and understanding of Christianity and other major world religions and value systems
- appreciate and value the ways that religion is conveyed in stories, myths, rituals, symbols, artefacts, art, music and drama
- develop the ability to think about the questions of belief and value
- give children the opportunities to learn about and learn from religion

It is the intention of the governors that the caring ethos of the school and the spiritual, moral, social and cultural development which has its roots in the school's policy for the teaching of religious education will support and strengthen what is done in every aspect of school life.

The governors see spiritual development in terms of the capacity of pupils to appreciate, understand and reflect on some of the fundamental aspects of Christian life, not only in terms of religious education and collective worship, but also in terms of the whole curriculum.

### The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The religious education curriculum forms a vital part of our school's spiritual and moral teaching and promotes both citizenship and PSHE.

### Teaching and Learning

At Forty Hill CE Primary School, we follow the London Diocesan Board for Schools (LDBS) Religious Education Curriculum. In RE two main dimensions can be identified; **learning about religions and learning from religion.**

Learning about religions (AT1) focuses on

- knowledge and understanding of religious beliefs and teachings
- knowledge and understanding of religious practices and life styles

- knowledge and understanding of ways of expressing meaning.

Learning from religion (AT2) focuses on

- skills of asking and responding to questions of identity and experience
- skills of asking and responding to questions of meaning and purpose
- skills of asking and responding to questions of values and commitments.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and ethos of the school. Our teaching of RE aims to enable children to extend their own sense of values and promotes their spiritual growth and development. We encourage the children to reflect on their own views in relation to the themes covered in the curriculum. We use children's experiences of religious festivals and celebrations to develop their religious thinking.

In school we will teach Religious Education with early and continued emphasis on Christianity. The Governors, through the LDBS Curriculum, have agreed that Forty Hill pupils will be taught a timetabled RE lesson every week for a minimum of 1 hour. RE should permeate through many curriculum areas and not be confined to the weekly lesson; for example Focus Weeks, including Christmas and Easter, will provide children with an opportunity to learn in greater depth about the life of Jesus. The teaching of Christianity will make up approximately 65% of the curriculum, with a focus on major world faiths the other 35%. We will, however, encourage children to be sensitive to, respectful of, and knowledgeable about other faiths, and to value the contribution of the local community generally.

Through teaching RE and other subjects we provide opportunities for Spiritual, Moral, Social and Cultural Development. We help the children to recognise the difference between right and wrong through the study of moral and ethical questions. Children explore issues of religious faith and values, and in doing so, they develop their knowledge and understanding of the cultural content of their own lives.

We have regular visits to Jesus Church to celebrate key festivals and events through collective worship. Visits to - and from - other places of worship and leaders form an integral part of our school curriculum.

Religious Education is taught in accordance with the Teaching and Learning Policy.

### **Planning and Assessment**

- We assess children's work by making informal judgements as we observe the children in lessons, by marking work, and sometimes by assessment tasks at the end of each unit
- Assessment for Learning (formative assessment) will be on-going, allowing teachers to plan work that is accessible to all pupils and enabling them to fulfil their developing potential.
- Children are assessed by National Curriculum guidelines and age related expectations for both RE attainment targets (learning about and learning from religion) at the end of each academic year
- Evidence is gathered and recorded relating to the children's ability to achieve the 'I can.....' statements that form the basis of the LDBS Scheme of Work's assessment approach. This may be from work in their books, or contributions made in the lesson through discussion. This gives the teacher a very clear picture of what the children have achieved over the year and can be passed onto the next teacher for future planning purposes
- The RE co-ordinator monitors children's progress and is asked to report on the findings to form part of the School Self-Evaluation and School Improvement Plan

Each year group has an exercise book for written work and teachers plan weekly. The Scheme of Work uses a large range of resources to support lesson planning. These are used and adapted to suit the needs of the class. Work is differentiated for children with different abilities and children with SEN. Assessment in RE is being monitored and is under constant review to ensure that best practice is maintained.

### **Special Educational Needs and Disability**

Every effort must be made by teachers to ensure that pupils with SEND are enabled to participate as fully and as effectively as possible in religious education. Teachers should take specific action to enable the effective participation of pupils with SEND through effective planning. Potential areas of difficulty should be identified and addressed at this stage.

Religious Education offers pupils with SEND opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their belief and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

### **Resources**

Resources are kept in a central store area in boxes relating to faiths. This includes collections of artefacts/ posters etc. Godly Play resources kept in the library, labelled appropriately to ensure ease of access and use.

Each class is required to display items/books related to their current work in their classrooms and displays are a regular feature. There is a good selection of RE related books in the library and the classrooms. Teachers use a variety of interactive resources, many of which are online, to support individual research and provide enriching visual material.

### **Monitoring and Reviewing**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of RE in providing a lead and direction for the subject in the school. The expectation is that work in RE books will be of the same high standard as that in Literacy books and so there is monitoring and observation of lessons, books and plans as part of the school's monitoring cycle, with feedback given to all teachers. Observations of teaching and learning are conducted as part of the observation cycle for the school.

This policy is reviewed regularly by the headteacher and the school's RE co-ordinator and ratified every two years by the Governing Body.

Accepted by the Governing Body: June 2019

Review Date: June 2021