

POOL HOUSE COMMUNITY PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY



Introduction

Pool House Community Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (in our case the Lancashire County Agreed Syllabus).

We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. We teach Religious Education according to the aims of the Lancashire Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide a knowledge of their own and other's beliefs.

The Aims

The aims of our Religious Education are drawn from the Lancashire Agreed Syllabus entitled "Searching for Meaning".

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

The school will adopt the Lancashire Field of Enquiry approach. In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others;
- approach sensitively and respectfully the beliefs, actions and feelings of believers; understand the relationships between the individual and the community in religious life;
- develop appropriate ways of communicating their own thoughts, feelings and responses;

- apply these insights to the development of their own beliefs, values and attitudes.

Our learning intentions and objectives meet one or more of the following enquiry areas:

- **shared human experience (SHE)** - the nature of human being.
- **living religious tradition (LRT)** - principal religious traditions encountered in the world.
- **beliefs and values (B+V)** - which lie at the heart of these traditions.
- **the search for personal meaning (SPM)** – a lifelong quest for understanding.

Planning and Delivery

Each year group has a curriculum overview, specific to their year group, age and stage. The curriculum includes several key learning points and suggested enquiry in line with the Lancashire Locally Agreed Syllabus for Religious Education. The curriculum overviews also include the school's assessment tracking method.

Our curriculum overview is planned in light of:

- Christianity being required for a minimum of 50% of RE curriculum time.
 - The nature of the population of the school.
 - The nature of the community in which the school finds itself i.e. town or area.
 - The nature of the religious profile of the Lancashire authority and the UK community.
 - The need for our pupils to be aware of their role as global citizens.
 - RE intends to be plural, broad and deep.
 - Our pupils must have in-depth learning opportunities with regard to Christianity and the other five principal religions in the UK.
- In the Early Years Foundation Stage, pupils must have opportunities to learn about Christianity and other religions represented in the class.
 - In Key stage 1, pupils must have opportunities to learn about Christianity and at least TWO other principal religions, and other religions and beliefs represented in the school community.
 - In Key stage 2, pupils must have opportunities to learn about Christianity and at least TWO other principal religions.

Resources

Each of the six world religions has a box of resources, which includes artefacts, storybooks, interactive CDs/DVDs, background knowledge for teachers and a poster folder. All resources in these boxes relates to the scheme of work for that specific religion. General resources and resources that cater for a number of year groups are kept in a central store.

Assessment

The school recognises the requirement to report on levels of pupil attainment in the Summer Term of each year and will meet these requirement according to the given regulations. At the end of each Key Stage there are statements that can be used to judge the extent to which pupils' attainment relates to expected levels.

Teachers will fill in the assessment grid after each key learning objective has been taught. This will indicate whether the pupils have “excelled”, “achieved” or “not yet achieved” each learning objective. The subject leader will monitor the curriculum overview and assessment grids every half term and will keep a log of the learning evidence (the work produced in the RE Big Books).

Each class has a Religious Education Big Book, which acts as a journal of learning. Each RE lesson the pupils will produce work as a group or independently that will be evidenced in the Big Book. The evidence could be displayed in a variety of ways including poems, stories, recounts on visits, art work, photographs, music, drama, discussions, displays and through their own behaviour.

Withdrawal from Religious Education

Parents/Carers may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at our school.