

Stilton Church of England Primary Academy



Policy Statement

Teaching and Learning in RELIGIOUS EDUCATION

Our Vision and Values

“Flourishing Through Friendship”

***You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”; and
“Love your neighbour as yourself.”***

Luke 10:27

Introduction

At Stilton C of E Primary Academy children can expect a high quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church academy, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Cambridgeshire Agreed Syllabus we learn about other religions and world views, fostering respect for them. Our own Multi-Faith Units aim to explore themes and ways of life where we can find common ground and respect difference. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum pupil are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and Learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. We use an enquiry led approach to the teaching of RE starting with a 'big question' which is then revisited at the end of a unit of work. Outcomes will not always be written and children are encouraged to choose how they demonstrate their learning and reflection creatively using a range of media such as art, poetry or music.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-led style of learning by:

- Discussion with the teacher and each other.
- Reading of texts.
- Seeking information for themselves, in libraries and on computers.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music, art and drama to stimulate and inspire learning and to produce outcomes.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Teaching and learning in Religious Education has two dimensions – learning about (AT1) and learning from (AT2). Learning about can be considered as learning from what we see, hear and experience. Learning from is learning that encourages children to ask questions about what does this mean to me and how can I respond.

Differentiation and Special Educational Needs

Policy and practice in Religious Education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and Balance

Although work on Christianity predominates (66%), the other major world faiths are also an essential element of our curriculum (34%). Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils by posing challenging questions to and by pupils and incorporating quality time for reflection.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Assessment, Recording and Reporting

Assessment in Religious Education will:

- Take place once per half-term, at the end of a unit of learning.
- Be made against the unit criteria for the Understanding Christianity units and the equivalent criteria developed by the RE leader for all other units.
- Be recorded and saved in the RE curriculum file on staff share.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.

- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's Marking & Feedback Policy.
- Inform future teaching and learning and not simply be used for summative purposes.

Role of the RE Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers are aware of what should be taught in religious education, when and what resources are available.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of this policy and the RE curriculum.
- Liaise periodically with the Headteacher and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Maintain and order resources.
- Monitor, analyse and report on assessment data.
- Observe the teaching of RE and learning outcomes, providing support and guidance for teachers.

Resources

Religious Education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also support, where possible, visits to different places of worship and provide INSET for staff. Resource boxes will be maintained and stored in the Resources room.

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. Anyone wishing to withdraw their child must inform the Headteacher in writing and we will respect their wishes. We hope that all children in our school will participate fully in RE.