



Religious Education Policy

Aims and Objectives

Crown Lane 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 Lambeth Agreed Syllabus). 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 Lambeth Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide knowledge of their own and other's beliefs.

In keeping with the aim of the Lambeth Agreed Syllabus we believe that RE should enable pupils to:

- develop knowledge and understanding of religious beliefs, practices and lifestyles
- explore deeper questions about themselves, their relationships, their environment and reflect upon their own values and beliefs in light of their learning about religions
- develop an awareness of spiritual and moral issues in life experiences
- develop knowledge and understanding of Christianity and other major world Religions and value systems
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society

Curriculum/Teaching and Learning

We teach Religious Education according to the aims of the Lambeth Agreed Syllabus.

The Religious Education curriculum will focus on two areas:

- . Learning about Religions
- . Learning from Religion

The Religious Education curriculum will provide opportunities for children to develop the following skills and attitudes:

Skills:

Investigation, Empathy, Synthesis, Interpretation, Evaluation, Application, Reflection, Analysis and Expression.

Attitudes:

Commitment, Fairness, Respect, Self-understanding and Enquiry.

Work will be based around six major religions as reflected in society in Great Britain.

Foundation Stage: Festivals and Celebrations

Key Stage 1: Islam, Christianity and Judaism

Key Stage 2: Same as Key Stage 1 as well as Buddhism, Hinduism and Sikhism.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Eid etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

We aim to use a variety of active teaching and learning strategies in RE.

In the Foundation Stage the children learn through exploration, play and role play based on festivals celebrated by the principle religions throughout the year. KS1 and 2 children learn through investigation, discussion, exploration and evaluation through a variety of active learning strategies such as drama and role play; interpretation of posters, pictures, artefacts; use of ICT , video, display; and participation in visits to local places of worship and visits by faith leaders in the community. We encourage cross curricular work which is in line with the school policy and the development plan focus on teaching and learning.

Planning and Progression

Class teachers plan using the Crown Lane planning documents. These are used alongside the Lambeth Sacre and are mapped onto a yearly over view which covers the units.

Each unit fits into the termly over view which the teachers use to inform weekly planning. Progression is in line with the Lambeth syllabus.

Monitoring and evaluating

The RE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. To ensure that all children are making progress in RE, regular book scrutiny takes place. The classroom environment is also monitored to ensure that displays reflect the faith that is being taught. The subject leader supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school and through staff meetings.

Assessment, recording and reporting

At Crown Lane Primary School children are assessed at the end of each academic year using RE milestones. The results will be shared with parents on their child's end of year report.

INSET and professional development

The school's policy is to provide all staff with training relevant to their employment to ensure that the quality of pupil learning is enhanced and standards raised in accordance with the SIP (School Improvement Plan). Training will take place in staff meetings where the focus and professional development will be on improving standards and the quality of teaching and learning in RE.

Inclusion

All pupils at Crown Lane spend the majority of lesson times being taught alongside their class mates in their classrooms. Class teachers take the lead role in managing and creating the classroom environment and ensuring it is inclusive. The major faiths are taught in Crown Lane and steps are made to ensure that all children, regardless of their faith, feel comfortable when learning about a new religion.

Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the 1:1 Teaching Assistant; this is then fed back to the class teacher. 1:1 Teaching Assistants are involved with, and integral to the planning process.

Withdrawal

Parents have the right to withdraw their children from RE. We require this to be put in writing to the head teacher. We would, however, encourage them to discuss this with the head teacher before making a final decision.

Role of Subject Leader

The RE Subject Leader will oversee planning in all year groups throughout the school and be responsible for raising standards in reading and writing. They will also be responsible for informing staff of new developments and initiatives, sharing effective teaching strategies as well as providing resources of the religious festivals taking place throughout the year. The RE Subject Leader is responsible for overseeing the assessment of RE across the school and will ensure that resources are accessible to all staff in order to provide effective teaching and learning. The RE subject leader is responsible for ordering, managing resources and providing guidance and support on how the resources should be used.

Governors

The link governor monitors the curriculum across the school through observations and meetings with the RE subject leader. The Subject Leader will also report to the governing body on progress across the school, share action plans and may share work samples and data when appropriate.

Parents and Carers

Parents and carers are informed of the learning going on in the curriculum via a termly newsletter for each year group. Planning can also be accessed on the website each term, alongside examples of learning. Each year group has a sharing assembly every two terms where children share examples of what they have been learning with their parents, carers and peers. Home learning is topic-based and may involve a variety of subjects and curriculum areas.

Equal Opportunities

We value the opinions, beliefs and practices of all, and handle with sensitivity minority groups and/or opinions. We help children to recognise that not all members of a particular religion will believe and practice the same things by using the phrase 'some Christians, Muslims, Hindu's etc. We try to use resources reflecting a range of cultures and traditions. Whole school policy on special educational needs and differentiation applies to RE. Teachers should be alert to the fact that some children have a special and deep experience of religion through family practice. All pupils' beliefs and values, religions or otherwise are affirmed and valued.