



# **Religious Education Policy**

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# Religious Education Policy

## Contents

|    |  |   |
|----|--|---|
| 1  | Aims and Objectives.....                               | 3 |
| 2  | Teaching and Learning.....                             | 4 |
| 3  | Links to Other Curriculum Areas .....                  | 4 |
| 4  | Assessment for Learning.....                           | 5 |
| 5  | Resources.....   | 5 |
| 6  | Monitoring .....                                       | 5 |
| 7  | Review and Evaluation .....                            | 6 |
| 8  | Equality, Diversity and Inclusion .....                | 6 |
| 9  | Special Needs Provision / Enrichment & Challenge ..... | 6 |
| 10 | Policy Review.....                                     | 7 |

## **1 Aims and Objectives**

Religious Education (RE) allows children to explore, reflect and respond to religious beliefs, values and experiences.

Throughout Key Stage 1 and 2 at Brookside School, we provide pupils with increasing opportunity to learn about, and learn from, different religions.

They will develop their knowledge and understanding of Christianity, aspects of Judaism, Islam and Hinduism through:

- Encountering the key objects, people, places and activities associated with the religions studied e.g. visits to the local church at St. Mary's
- Studying the lives of people who are held by members of their faith to be examples to others, looking particularly at how these people lived out the beliefs and values of their faith
- Extending their awareness that certain features, e.g. festivals, worship, a sense of community, are shared by more than one religion, although expressed differently
- Considering the meaning of symbols, stories and symbolic language for members of faith communities
- Encountering the key beliefs of the religions studied
- Considering the impact of religious beliefs on individuals and their local community

They will also learn from religions by developing positive attitudes towards other people. In addition, they will explore their own beliefs and questions, enhancing their own spiritual and moral development through:

- Considering the value of certain religious practices in their own lives, e.g. prayer, periods of reflection, celebrations
- Talking about stories which focus on values, relationships or religious teachings, and considering the relevance of this to their own lives
- Exploring questions of the meaning and mystery of life
- Developing an understanding of what it means to belong to a community

- Discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility
- Developing creativity within the curriculum, expressing ideas and feelings in the forms of art, music, drama, etc

## **2 Teaching and Learning**

Children's progression and the skills and processes to be assessed through RE depends upon the development of the following general learning skills. At Brookside School, we focus on these skills when developing a range of activities, which then provide the children with opportunities to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work, which is merely descriptive, to a higher-level thinking and more sophisticated skills. These skills are:

- Reflection
- Empathy
- Investigation
- Interpretation
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

Children are encouraged to evaluate their beliefs and attitudes through a range of discussion, written and sometimes role play.

## **3 Links to Other Curriculum Areas**

The teaching of RE is compulsory and has an agreed Nottinghamshire Syllabus which is supplemented by other topics. Although it is a distinct subject area, there are opportunities for it to be linked with other subjects. This can only be done, however, where there is clear awareness of how it relates to these areas.

Opportunities may also arise at other times in the school day. For example, looking at picture of the Earth from Space, in the 'Earth and Beyond' topic, may be used to stimulate feelings of awe and wonder, and this is one of the aims of RE.

The assembly programme has many identified links with the learning and teaching of RE.

#### **4 Assessment for Learning**

We assess children's work in RE by making informal judgements as we observe them during the lessons. We mark a piece of work once it has been completed and we comment as necessary. Pupil achievement is assessed through a series of "I can" statements, recorded throughout the school year.

All teachers give good quality oral and / or written feedback to the children with regards to their work. The children then have time to process this information to help them move forward with their next piece of work.

The subsequent progress is used as a basis for assessing the development of each child and for passing on information both to the next teacher and to the RE subject leader.

#### **5 Resources**

We have sufficient resources in our school to be able to teach all our RE units and regularly supplement our existing stock. There are a good range of both books and artefacts in school. There is also a set of Bibles, which are stored centrally in the paper cupboard. The subject is also bolstered by the use of ICT and, most importantly, the embedding of teaching using the Interactive Whiteboards, tablets and iPads. Visits to the local churches are strongly encouraged, as well as visits from local church leaders.

#### **6 Monitoring**

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. S/he is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject

leader has specially allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

## **7 Review and Evaluation**

The RE subject leader will complete an annual review identifying the strengths and weaknesses of the subject and highlight any areas for further development. At the end of each financial year, this contributes to the annual whole school evaluation.

## **8 Equality, Diversity and Inclusion**

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

## **9 Special Needs Provision / Enrichment & Challenge**

As an inclusive school, we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefitting from further enrichment and challenge.

In our school, RE is taught as a whole class subject and treated in the same way as the core and foundation subjects – using a variety of experience and teaching and learning strategies.

Attention is given to this area through the use of concrete and tangible approaches to the teaching of RE in Brookside School. Work is differentiated to include all children in the teaching and learning of RE. More able pupils, on the other hand, may excel in the area of abstract

thought and are encouraged, by their teachers, to develop skills such as synthesis and evaluation.

## **10 Policy Review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.