

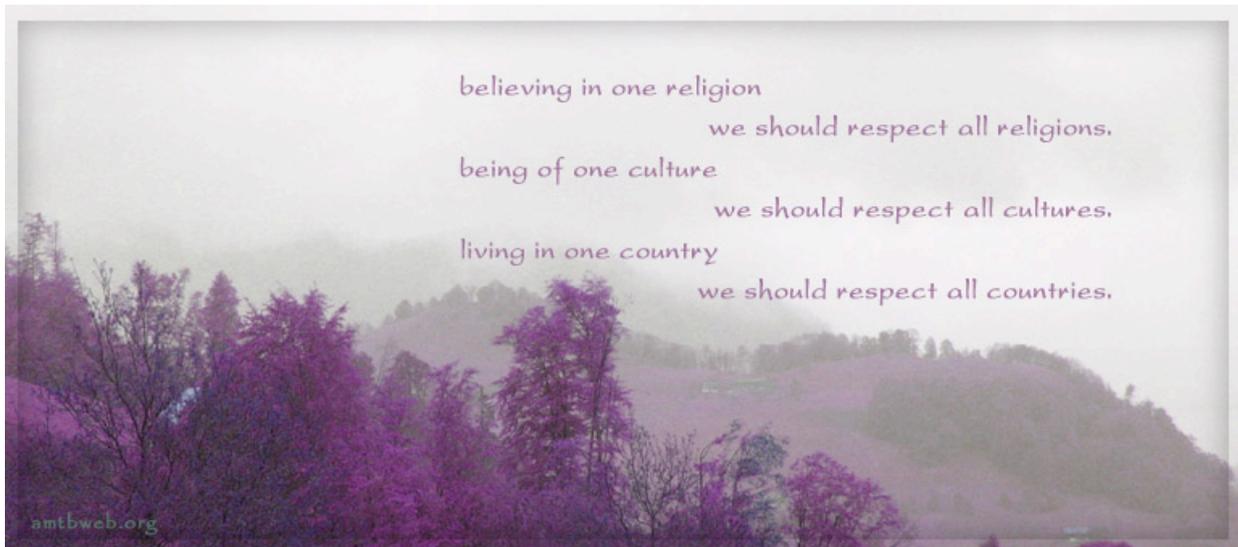


# Marshside

## PRIMARY SCHOOL

### Religious Education Policy

April 2015



Date adopted by the Governing Body:

C & S 22.4.15

Full Govs 3.06.15

Review date:

April 2018

Chair: Jimmy Trail

Headteacher: Katharine Hall

---

---

Marshside Primary School is made up of staff and pupils who originate from a variety of nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus produced by Sefton SACRE.

### Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school.

Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the Head teacher.

### The aims of Religious Education at Marshside Primary are:

- To acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of principal religions represented in Great Britain.
- To enhance their spiritual, moral, cultural and social development by:
  - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
  - Responding to such questions with reference to the teachings and practices of religions and their understanding and experience.
  - Reflecting on their own beliefs, values and experiences in light of their study.
- To develop respect for other people's right to hold different beliefs.
- To develop a positive attitude towards living in a society of diverse religions.

## Teaching and Learning

Planning for Religious Education ensures all pupils have a high quality, coherent and progressive experience of the subject. Teachers develop plans which best suit the needs of the pupils, meet the requirements of the curriculum, and contribute to the cross-curricular dimensions of the wider curriculum. Utilising a variety of quality first teaching and learning styles in Religious Education lessons, the principal aim is to develop children's knowledge, skills and understanding in:

- Learning about Religions.
- Learning from Religions.

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

The teaching of Religious Education in each year group is arranged by the teaching staff. The unit may be carried out in a block of afternoons in a week, weekly sessions for a half term as the Teacher sees fit.

### The Religious Education Subject leader will be responsible for:

- Ensuring that the Sefton Agreed Syllabus for Religious Education for Key Stage 1 and 2 and the curriculum guidance for the Foundation Stage is used as the basis Teachers' long term planning document and that teachers refer to the required allocation of time and coverage, (50% Christianity).
- The Religious Education Subject Leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The Subject leader supports colleagues in the teaching of Religious Education by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school.
- The purchase and distribution of resources to support the teaching of Religious Education within school.

- The Subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Subject Leader release time will enable the coordinator to fulfil the role, reviewing medium term plans, monitoring children's work and observing teaching in the subject.

**Class Teachers will be responsible for:**

- **Medium Term Planning**

Using the objectives outlined in the Sefton Teacher's Handbook for Religious Education, teachers identify the learning objectives for each unit of work, matching possible teaching activities with learning outcomes and ensuring essential key objectives are covered at least once throughout the year. Basic Skills and cross-curricular links are to be made in planning where applicable.

- **Short Term Planning**

This is done on a weekly or block basis, (Teacher discretion) referring to medium term plans.

**The Role of the Teacher,**

- Facilitator, who provides appropriate materials for Religious Education activities.
- Instructor, in a variety of techniques and to demonstrate as required.
- Role model, giving opportunity for demonstration and discussion when appropriate.
- Guide, who questions on a variety of levels to help children develop understanding of concepts.
- Planner, activities that ensure stimulation, creativity and progression.
- Creator, developing a vibrant and stimulating environment for learning.
- Assessor, of understanding and skill which is used to plan future work.

**Assessment.**

The assessment in Religious Education is ongoing and is carried out informally. The learning outcomes in each unit show how children might demonstrate what they have learnt. Pupils should be involving in actively evaluating their work and thinking about possible improvements.

Assessment of each unit of work will be carried out by the Class Teacher. The assessment may include: observation of children's work, questioning or pupils written and pictorial work. This will enable planning for next steps and to track accordingly. There is an eight level scale of expectations for R.E. for 5 - 14 age range included to enable Teachers to make judgements, this is non-statutory. (Attached).

The Religious Education Subject Leader will maintain a file of exemplar material from each year group.

## **Equal Opportunities.**

Within the teaching of RE, Marshside Primary makes the most of opportunities to help children develop sensitivity to relevant and current issues and to develop positive attitudes towards themselves and others.

Marshside Primary endeavours to draw on the varied experiences and backgrounds of pupils and staff in order to make Religious Education relevant and interesting to pupils. Important festivals are celebrated from different religions within the school in classes and in collective worship.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Teaching approaches that provide equality of opportunity include:

- Ensuring that boys and girls are able to participate in the same curriculum.
- Take into account the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment.
- Take into account pupils' specific religious, racial or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.
- Enable the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

## **Resources.**

We have a range of resources to support the teaching of Religious Education across the school. General and frequently used resources are kept in individual classrooms whilst more specialised materials and resources are located in the Jubilee Room

## **Celebration of Success and Display.**

Display is a valuable tool for sharing Religious Education work and should be a vehicle for celebrating the child's work within the subject. Religious Education work and photographs will be displayed within classrooms and throughout the school.

## **Health and Safety.**

The general teaching requirement for health and safety applies in this subject.

## **Religious Education links.**

[http://www.bbc.co.uk/schools/websites/4\\_11/site/re.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/re.shtml)

<http://www.coxhoe.durham.sch.uk/curriculum-links/religious-education>

<http://www.reonline.org.uk/>