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Religious Education Policy

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

Policy Date: September 2018

Policy Review Date: Autumn 2023

Excellence Exploration Encouragement

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The National and Legal Framework

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA).

The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors.

The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

The ERA states that the Religious Education syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Our school Religious Education curriculum is in accordance with the Lincolnshire Agreed Syllabus for R.E. 2006 and it meets all the requirements set out in that document. The syllabus gives two main aims as intended outcomes. They are that pupils should learn about religion and explore human experience and that pupils should learn from religion and respond to human experience. In agreement with the syllabus, the processes of learning about religion and learning from religion in classroom R.E. are inseparable.

School Values, Aims and Objectives

Our School Development Plan 2011-2013 states, "We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local, and the wider world, community.

Inspired by the life of Christ, and living in his love, we aim for each person to reach their full potential in body, mind, heart and spirit by working together - pupils, parents, staff, governors and all other friends of our school.

The core values we believe are essential to living and learning in the Edenham School community are:

- Respect
- Honesty
- Compassion
- Caring
- Love and Friendship
- Faith
- Forgiveness
- Perseverance

We strive to reflect our values and fulfil our vision through the following aims:

- To create a stimulating, interesting and challenging environment that is as exciting today as it is a preparation for our future
- To create a high-quality learning experience for all

- To enable everyone to think for themselves and welcome the opportunity to meet new people, alternative opinions or different beliefs
- To provide opportunities for all to explore and experience spirituality as individuals and as a community

In addition to the school's overall aims listed in the School Development Plan, the aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and valued systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition
- 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 people's views and to celebrate the diversity in society

Other School Policies

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Information and Communication Technology (ICT)

We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education.

We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Special Educational Needs

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to

make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Gifted and Talented Pupils

We identify pupils who are gifted in Religious Education on the basis of distinct Religious Education ability, skills, competencies and insights. We ensure their needs are fulfilled through differentiation.

The Community Context

Edenham Primary School is a Church of England Controlled school where children have very close links with St. Michael's and All Angels Church, the local church in Edenham. The resident vicar is greatly involved in our school life by regularly leading assemblies in school and worship in church. The resident vicar works with the children in school. In particular, children in Years 5 and 6 are given the option of weekly Bible study lessons led by the vicar. The resident vicar is an *ex-officio* member of the local Board.

Other representatives from the community are encouraged to participate in Religious Education lessons where appropriate, including our Foundation Governors and our Bishop's Visitor.

Organisation of the Curriculum

We plan our Religious Education curriculum in accordance with the Lincolnshire Agreed Syllabus. We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the Scheme of Work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in Religious Education in three phases: long-term, medium-term and short-term.

The long-term curriculum maps show the Religious Education units studied in each term. The scheme of work is split into cycles according to ages. The Reception class (Foundation stage) work is based on an annual repeating cycle. Key stage 1 (Year 1/2), Lower Key stage 2 (Year 3/4) and upper Key stage 2 (Year 5/6) are covered by a 2-yearly cycle. Our medium-term plans give details of each unit of work for each term. The teacher of Religious Education writes his/her own short-term plans for each lesson and uses the Lincolnshire Agreed Syllabus to list the specific learning objectives for that lesson.

Religious Education Management and Coordination

The Religious Education subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. S/he is responsible for the ordering and management of resources. The Religious Education subject leader presents the head teacher with an annual Subject Action Plan which details short, medium and longterm action to be taken within a given timescale in order that the teaching of Religious Education be moved forward. The subject leader's role includes monitoring and evaluation of this policy through leading staff meetings.

Teaching and Learning Style

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

their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the Religious Education curriculum.

Our teaching and learning styles in Religious Education 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 Harvest, Christmas and Easter 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 recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child
- Using classroom assistants to support the work of individuals or groups if appropriate

Resources

We have resources in our school to teach our Religious Education teaching units. We keep resources for Religious Education in a central store where there is a separate box of artefacts, DVDs, CD Roms, etc for each religion.

Time Allocation

Religious Education has designated time in the curriculum timetable in agreement with the 2006 Syllabus. The school recognizes that this minimum suggested time is for Religious Education, distinct from time spent on Collective Worship. In Key Stage 1 the designated time is 36 hours per year and in Key Stage 2 it is 45 hours per year. This equates to 45 minutes a week in Key Stage 1 and 1 hour a week in Key Stage 2. In addition to this, Years 5 and 6 have the option of 30 minutes a week Bible Study with the local vicar.

Continuity, Liaison, Progression and Coherence

We ensure there is liaison between classes in order that continuity of experience can be maintained which enables pupils to progress in their understanding within a coherent total education experience. Teachers share good practice in staff meetings and report back to staff about courses attended. Children's work is discussed and Religious Education books are passed on to the next teacher.

Staff Development and Training

All staff who teach Religious Education are qualified teachers. Teaching assistants are available to support staff or individual children where appropriate. The school is aware that in order to implement the policy and deliver the Religious Education curriculum, teachers, particularly non-specialists need help and training. This is given when appropriate.

Assessment and Recording

Coverage of each unit of work is highlighted on the Medium-Term Plan by the class teacher. We assess children's work in Religious Education by making informal judgements as we observe them

during lessons in line with good Assessment for Learning practice. Marking is in-line with our school Marking and Feedback Policy.

Other forms of recording for assessment or planning purposes may include – summary of pupils comments, photographs, copies of pupils work, pupils interviews and questionnaires etc. On completion of a unit of work, we make a summary judgement about the level of each pupils' attainment in relation to the expectations of the unit and level the individual children according to the Lincolnshire 8 Level Scale.

(This is noted on the Medium-Term Plan) – The summary level of each pupil is noted on the MT plan).

We record attainment levels and we use these as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. Work from an upper, middle and lower attaining child from each year group is collected at the end of each academic year by the Subject Leader. This work is used for moderation and assessment purposes.

We report attainment and progress in Religious Education in our annual report to parents.