



## CROMER ROAD PRIMARY SCHOOL

### RE Policy

Date of Ratification by the Governing Body:	June 2015
Frequency of Review:	2 years
Date of Next Review:	June 2017

## Policy statement

The purpose of this policy is to clarify and provide guidance on the content and approach to teaching R.E. at Cromer Road School. Cromer Road School is made up of staff and pupils who originate from many different nationalities, cultures and faith groups. We feel it is important that this diversity and the relationship between religions and cultures is recognised and discussed in our school. Religious Education is an important part of our school curriculum. We believe it provides an opportunity to celebrate and foster awareness of different religions and develops pupils' spiritual, moral, social and cultural understanding.

In this school R.E. is taught according to the Barnet Agreed Syllabus for Religious Education (2007). This reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions.

## Aims (from the Agreed Syllabus)

The aim of Religious Education in the Agreed Syllabus is to enable students to explore the nature of religion and fundamental questions of human experience.

Religious Education should therefore help pupils to:

- develop and extend knowledge and understanding of Christianity and other world faiths, and of ethical beliefs
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- enhance and reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith and respect those with a faith different from their own
- develop a positive attitude to living in a religiously diverse society
- develop the ability to make reasoned and informed judgements about religious and moral issues

## Legal Requirements

Under the Education Act 1996 schools must provide Religious education for all pupils. The teaching of R.E. comprises of approximately 5% (1 hour) of the curriculum timetable per week as recommended in the Agreed Syllabus. This time may be adhered to on a weekly basis or aggregated within a half term to create a special focus R.E. morning or day. Parents have the right to withdraw their children from R.E. Parents who choose to exercise this right are required to state this in writing to the Head teacher.

## Equal Opportunities

At Cromer Road we value all individuals within our school regardless of gender, ethnicity, physical ability, cultural or home background. R.E helps pupils to recognise and acknowledge the unique life experiences that each child brings to school. When examining religious issues, the beliefs and customs of others will be respected, as will those children who may have no belief at all (or are agnostic).

## Special Educational Needs

R.E. is taught to all children whatever their ability. Work will be differentiated as appropriate and detailed on short term planning. Differentiation may be by task or outcome. Support staff may be used to assist pupils with Special Educational Needs.

## Teaching and Learning

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. R.E. is taught in half-termly units in a combination of religious based and thematic topics (see Appendix 1 Planning Grid).

The topics that are covered are:

**Foundation Stage-** Myself and Belonging

**Key Stage 1-** Beliefs, Celebrations, Special Places, Stories and Special Books, Leaders and Teachers, Symbols

**Key Stage 2-** Inspirational people, Religion and the individual, Places of Worship, Sacred texts and Teachings, Beliefs in Action, Beliefs and Questions, Pilgrimage and Sacred places, The Journey of Life and Death

Planning for R.E. is based on Concepts and Questions as detailed in the Agreed Syllabus and the two Attainment Targets as detailed in the Non- Statutory National Framework;

1. Learning about religions
2. 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.

Guidelines for teaching the topics are outlined in the Pink class R.E files. These contain notes written by the Barnet Advisor for R.E and some of the new QCA units.

The teaching approaches we use are varied and include story, the use of artefacts, videos, ICT, role play, art, music and discussions. We encourage visits to local places of worship and welcome visitors into school.

We encourage pupils to develop skills of investigation, interpretation, reflection, empathy, evaluation, analysis, application and expression.

Teachers are expected to record the intended learning objectives of their half termly R.E. teaching on their medium term plans. The specific objectives and content of lessons should be recorded on weekly Foundation Subject Planners and uploaded to Fronter. Notes on resources used, copies of worksheets etc should be kept in the class Pink R.E. files

## Monitoring

The R.E co-ordinator and ST will monitor planning by accessing it on Fronter. They will also observe R.E. lessons and give advice and support as appropriate. The co-ordinator will attend borough co-ordinator meetings to keep up to date with local and national development in R.E.

## Assessment

Pupil attainment in R.E will be assessed through a variety of methods. These will include assessing pupils' verbal responses to questioning and assessing the type of questions they ask. Written work will be assessed for content and depth of understanding. Informal observations will also be made of the pupils' attitudes to others and their developing beliefs and values. Assessment should take place in relation to both attainment targets. Sheets detailing levels of attainment from the Non-Statutory National Framework for R.E. are in the class Pink R.E. folders. On completion of a topic a summary judgement will be made about the achievement of each pupil these will be recorded on their Summer Term Annual Achievement Review which will be sent to parents.

In Foundation Stage children's comments and actions will be observed and recorded in their individual files. This information will assist the teacher when writing their profiles. Work in R.E links well with Early Learning Goals in Personal, Social and Emotional Development and Knowledge and Understanding of the World.

## Resources

R.E resources are kept in the outside resource room in labelled boxes.( Christianity, Hinduism, Islam, Judaism, Buddhism) There are sufficient resources to teach the new syllabus. There are a large number of books and posters relating to a wide variety of religions. There are artefacts relating to the 5 main religions studied and these are being added to. The R.E. Today booklets which are referred to in the guidelines are also kept here.