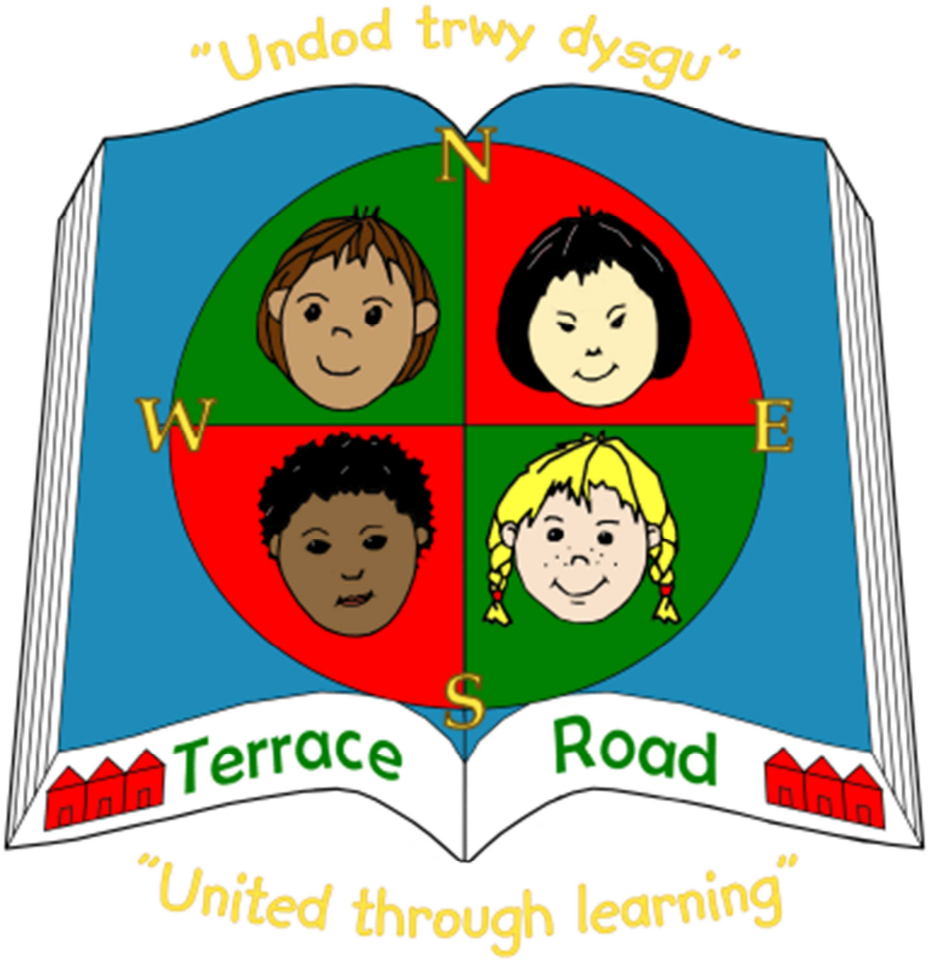
Terrace Road Primary School



Religious Education Policy

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Terrace Road is made up of staff and pupils who originate from many 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 children with EAL (English as an Additional Language) needs. 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.

This policy outlines the teaching, organisation and management of Religious Education at Terrace Road Primary School. The implementation of this policy is the responsibility of all the teaching staff.

Our Aims

RE provides opportunities for children to:
• Develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain;
• Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
• Consider questions of meaning and purpose in life;
• Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements upon religious and moral issues;
• Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
• Develop enquiry and response skills through the use of distinctive language, listening and empathy;
• Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Our Objectives

We believe that the above aims can be achieved if we:
• Foster children's feelings of awe, wonder, delight, joy and mystery; extend their natural curiosity and help them to use their imagination in order to extend their spiritual development.
• Encourage children to recognise their own value and importance as individuals; promote their social development so that they can give as well as receive, and develop their understanding that if life is a series of significant stages.
• Help children to understand the religious beliefs, attitudes and activities of other people and develop and express their own beliefs and values.
• Help children to consider their personal response to moral issues, assist them in their early exploration of the meaning of life, and help them face and learn from painful experiences which they encounter such as fear, suffering and death.
• Consider some basic religious concepts and ways in which they have been expressed in sacred books, language and writings, symbols and the arts, daily living and rituals.
• Introduce children to the lives of key figures in various religions and to people who have

responded to their teaching and example.
• Familiarise children with stories, which are an authentic part of religious traditions.
• Provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions

Equal opportunity
We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. In addition to this, a policy on Racial Equality has been written in line with Government
requirements and the Governing Body of the school.

TEACHING RELIGIOUS EDUCATION

Content
The Scheme of work for Religious Education covers all the requirements of the agreed syllabus. RE is taught through a range of school designed units and adheres to the following pattern;

• Nursery/Reception: Festivals, Birthdays and Our Culture, Friendship and Caring.
• Years 1: Caring and Sharing, Special People & Places - Islam and Special People & Places - Christianity
• Years 2: Creating Our World, Caring for Our World and Beginnings
• Year 3: Fast and Festivals (Islam), Fast and Festivals (Christianity) and Prayer (Hinduism)
• Year 4: Religious Leaders (Jesus), Religious Leaders (Muhammad) and Holy Books
• Year 5: Religious Communities (Islam), Religious Communities (Christianity) and Hinduism
• Year 6: Light and Dark, Prejudice and Peace and Ultimate Questions

This model reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principle religions represented in Britain and Terrace Road Primary school. For more information regarding the teaching of RE, please refer to our Scheme of Work, Portfolio of Teaching and Learning, Topic Webs and skills.

Links between RE and other subjects
RE contributes to many subjects within the primary curriculum and opportunities will be sought to enable children to experience a wide range of activities, including visits to places of worship and visiting speakers during assemblies.

SCHOOL AND CLASS ORGANISATION
How we cater for high achievers

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. While general checklists can be used to identify more able pupils across the curriculum, it is useful to identify more able pupils against subject-specific criteria. This enables the school to identify those pupils who may have strengths in particular areas rather than across the curriculum. The following checklists are useful for teacher observation.

In R.E., more able pupils:

- recognise and express personal feelings and empathise with others
- are sensitive to social issues and concerned about equality
- construct and sustain a complex argument, integrating ideas from a number of sources
- are able to think independently, to intervene appropriately and continue an argument
- raise questions and see relationships between questions
- are able to reflect upon and integrate different kinds of knowledge
- appreciate the values system of others and defer judgement or conclusion
- can use intuition and personal experience as shared learning with others.

How we cater for pupils with particular needs
The regular RE lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation. The right to withdraw children from worship and RE lessons remains with the parents.

Pupils with special educational needs and individual education plans
Teachers will aim to include all pupils fully in their RE lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Assessment
Assessment can take place at three connected levels: short-term, medium term and long-term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans.
Medium-term assessments will take place after each unit has been completed. Long-term assessments could take place towards the end of the school year to assess and review pupils' progress and attainment. The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt and these offer information as to the NC level outcome focus of the lesson. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. These assessments can inform annual reporting to parents and provide information for transition to the next class/phase.

Key Skills
A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19. At Key Stages 2 learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Developing thinking
Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting. In religious education, learners develop thinking skills through a range of activities. Learners ask fundamental questions which are raised by human experience, the world and aspects of religion. They explore and make links between the religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these to evaluate and justify their personal responses. They use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

Developing communication
Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication. In religious education, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading/writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious/symbolic language with a growing awareness of the range of possible interpretation.

Developing ICT
Learners develop their ICT skills across the curriculum by creating, presenting, finding and developing information and ideas and by using a wide range of equipment and software. In religious education, learners use ICT: to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and
strategies to improve the impact of their work.

Developing number
Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. In religious education, learners develop skills in the application of number by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of tithing, and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

MANAGEMENT OF RELIGIOUS EDUCATION

Role of the Co-ordinator

- to prepare the policy document and Scheme of Work and review when necessary
- to be aware of and manage the use of resources for Religious Education and spirituality within the school
- to purchase, organise and review resources when necessary
- to attend appropriate courses and give feedback to the staff

- to try to show good practice and to give help and support to other members of staff when needed
- to compile portfolios of children's work with levelled work samples from all year groups
- to liaise with other schools in the cluster group to encourage continuity of approach
- to advise on appropriate INSET training/ twilight training sessions for R.E.
- to monitor R.E. within the school and work with staff to ensure there is revision, but not undue repetition and the balance is kept with the other subjects
- to prepare an assembly and class assembly rota
- to contribute to the school development plan
- to submit an annual written report to Governors which informs the Governors of progress towards targets identified in the Development Plan

Role of the Headteacher

• Lead, manage and monitor the implementation of the policy

• With the RE governor, keep the governing body informed about the progress and profile of RE within the school.