

POLICY STATEMENT

Religious Education is concerned with an understanding of beliefs, behaviour, values and experiences.

Religious Education is:

- a subject which makes a distinctive contribution in maximising the learning potential of all pupils across the ability range
- a relevant and worthwhile subject, helping pupils broaden their experiences and examining arguments about evidence of faith
- **sociological** - we give consideration to the social organisation and structure within the religious community
- **doctrinal** - we consider the important beliefs of the religious community
- **experiential** - we create the opportunity for religious experiences e.g., through reflection
- **mythological** - we consider the great teaching stories of the past
- **ritualistic** - we consider religious rites and rituals
- **ethical** - we consider moral behaviour, values and decision making, the consideration of personal emotions, responses and the search for meaning is central to this subject

The teaching of Religious Education is required by law:

Religious Education in County and Controlled Schools is subject to the 1988 Education Reform Act. All pupils between the ages of 5 and 18 should receive Religious Education and it should be taught in accordance with the Local Authority's Agreed Syllabus for Religious Education. We use the Kent Agreed Syllabus.

In New Ash Green Primary School we aim to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to:

- acquire knowledge and understanding of Christianity and other principal religions represented in Great Britain
- appreciate the diversity of religious belief and practice and the rights of others to hold beliefs different from their own and help to develop community cohesion.
- understand the continuing influence of religious beliefs, values and traditions on individuals, communities and cultures
- develop an understanding of ultimate questions and religious and non-religious responses to them

- evaluate different responses to religious and moral issues and to form their own reasoned and informed judgements about these issues
- respond to what they learn so as to inform, clarify and develop their own beliefs and values
- RE contributes to community cohesion and takes account of the range of religions in Great Britain
- To develop skills of understanding, tolerance and respect. This helps create an inclusive curriculum which includes local needs

PLANNING

All staff have an overview of the Foundation stage, KS1 and KS2 curriculum. The long term plans meet with the requirements of The Kent Agreed Syllabus for Religious Education.

Medium term plans show each unit in more detail.

Individual teams/class teachers will develop their short term plan using the medium term plans.

See Appendix 1 for planning.

ORGANISATION AND DELIVERY

Religious Education is taught as a separate subject on the school timetable to mixed ability classes following the guidelines in the Kent Agreed Syllabus.

Within the Foundation Phase pupils listen and talk about religious stories. They begin to hear special vocabulary and develop an awareness of religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences, using their imagination and appreciation of the world.

Areas to be studied:

- (1) Special people.
- (2) Special books.
- (3) Special times.
- (4) Special places.
- (5) Special objects.
- (6) Visit to special places.

These areas will help to develop:

- (1) Personal, social, emotional development.
- (2) Communication, Language and Literacy.
- (3) Mathematical development.
- (4) Knowledge and understanding of the world.
- (5) Physical development.
- (6) Creative development.

Key Stage 1

Religious Education is taught in three core units. This is the equivalent to six terms on the core unit on Christianity, four terms on core units on Hinduism and two terms on Judaism spread across the Key Stage. Christmas and Easter are taught in a progressive way in accordance with Kent guidelines. When other faiths are taught comparisons are made with Christianity.

Key Stage 2

Religious Education is taught in four core units and three selected units. This is the equivalent to twelve terms on the core unit on Christianity, five terms each on the core units on Islam and Judaism and two terms on the core unit on Sikhism. Christmas and Easter are taught in a progressive way in accordance with Kent guidelines. When other faiths are taught comparisons are made with Christianity.

TIME ALLOCATION

Religious Education is taught weekly as a separate subject. The annual time allocated is 36 hours in Key Stage 1 and 45 hours in Key Stage 2 in accordance with the Dearing Review of the National Curriculum 1996 and the Kent Agreed Syllabus 2007.

THE NEEDS OF ALL CHILDREN

All pupils receive and are given equal opportunities regardless of religion, gender or physical disabilities. A differentiation of activities and teacher's approaches are adapted to the needs of individual pupils where and when appropriate. This allows for the needs of the less able and exceptionally able pupils in the school.

Liaison with the Special Needs Co-ordinator is on-going across the school concerning the appropriate learning resources in the planning stages and individual cases.

The 1988 Education Act gives parents the right to withdraw their child from Religious Education. It is the policy of the school that such requests are put in writing to be kept on the child's file. There is also provision in the Act to safeguard the rights of staff who do not wish to teach Religious Education or take assemblies.

Parents and carers of pupils who have arrangements for their child not to attend some assemblies or RE lessons will provide suitable alternative work for their children to complete.

The outcomes in this subject aim to help children develop mental and emotional wellbeing. From stories included in different faiths children can learn about discrimination, awareness of others and importantly feel empowered to begin to formulate judgements, become involved in decision making and learn self confidence helping them deal with any life changes and relationships.

ASSESSMENT

We have developed our policy on marking, assessment (see 2008 and new guidelines), recording and reporting in line with:

- Whole school policies and practice
- The needs of staff and pupils
- Legal and educational requirements and
- Local and national developments and good practice

Our policy has been developed co-operatively, by the staff who teach R.E.

We aim to:

- Assess pupils' achievements in R.E. in ways that are varied, interesting, fair and accurate
- Give consistent, frequent and helpful feedback to pupils about all aspects of their progress, in order to aid future learning
- Enable staff to build a clear picture of pupils' abilities and strengths, including areas for development, so that future teaching and learning can be improved

Inform parents/carers about progress, achievements and problems in their child's learning in R.E.

We achieve our aims in a variety of ways, for example, marking work, setting various assessment tasks and we include self and peer assessment opportunities.

RE Level Descriptions

In RE, the level descriptions indicate the progression in the knowledge, understanding and skills set out in the two attainment targets in the model syllabuses – “Learning about religions” and “Learning from religion”.

Attainment target 1: Learning about religions

Attainment target 2: Learning from religion

There are three aspects to these attainment targets:

- (1) Knowledge and understanding of religious beliefs and teachings (what people believe)
- (2) Knowledge and understanding of religious practices and lifestyles (what people do)
- (3) Knowledge and understanding of ways of expressing meaning (how people express themselves).

The numbers in brackets within the level descriptions identify these aspects. If you select one you will trigger a search for pupils’ work that illustrates that aspect.

Level 1

Pupils recount outlines of religious stories(1). They recognise features of religious life and practice (2) and some religious symbols and words (3).

Level 2

Pupils retell religious stories, identify some religious beliefs, teachings(1) and know that some features are used or exemplified in festivals and practices (2). They make links between these and the ways in which religions express themselves (3).

Level 3

For the religions studies, pupils describe some religious beliefs and teachings and their importance (1) and how some features are used or exemplified in festivals and practices (2). They make links between these and the ways in which religions express themselves.

Level 4

Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions (1). They show understanding of what belonging to religions involves (2). They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology (3).

Level 5

Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions (1, 2). They explain how these make a difference to the lives of individuals and communities (1, 2) showing how individuals and communities use different ways to express to religion (3).

HEALTH AND SAFETY

Staff should refer to the school Health and Safety Policy and their staff file.

QUALITY ASSURANCE

Monitoring of teacher's planning and children's work will be carried out by the Curriculum Co-ordinator, Assessment Co-ordinator and Headteacher. Feedback will be given in staff meetings and year meetings. Information will be kept in the Religious Education Subject Leader file.

RESOURCES

CD Rom & Internet in ICT suite

Teacher resource library in staffroom.

Selection of videos.

Selection of film strips and cassettes.

Selection of slides as stimulus material.

Artefacts in KS2 cupboard outside office & KS1 cupboard in Roundwood area.

Wide variety of posters to be used for display or within lessons as teaching aids.

Sets of Bibles

Visitors from our local church communities will also take some assemblies as organised by the RE Subject Leader.

Example of a year's plan

	AUTUMN		SPRING		SUMMER	
Found ation Stage	Ourselves Getting to know families and different faiths	Celebrations and festivals (special times) Fireworks, Diwali birthdays, weddings, Eid Ul Fitr, Hanukah, Christmas, Special people	Bears Exploring other countries and habitats.	Nursery Rhymes Exploring special books and farm. Special times visit from farm.	Growing Special people/ times & places. Looking at Easter symbols & story. Role play Easter story. Visit local church	Under the Sea Special times - visit from farm animals. Explore and discuss experiences caring for mini-beasts & sea creatures.
Yr 1 (will follow Yr 1 scheme of work)	Judaism Believing Celebration Story	Judaism Belonging/ Myself Symbolism Celebrations Christianity	Christianity Leaders & Teachers	Christianity Leaders & Teachers New Life and changes	Christianity Celebrations (Saints)	Christianity Belonging/ Myself Symbolism
Yr 2 (will follow Yr 1 scheme of work)	Hinduism Story	Hinduism Celebrations Christianity Celebrations	Hinduism Belonging Myself Symbolism	Christianity Believing Myself Easter: celebration and symbols	Christianity The Bible Story	Christianity Belonging/ Myself Symbolism
Yr 3 Yr A	Christianity Pilgrimage – Canterbury Walsingham Lourdes & Jerusalem (mention also J and I)	Christianity Journeys of life and death Symbols	Christianity Teaching and authority/ beliefs	Christianity Inspirational people, Easter joy and sadness	Islam Beliefs and questions Religion and the individual	Islam Inspirational people, religion and the individual
Yr 4	Christianity Teaching and authority, rules for living	Christianity Beliefs and questions. Beliefs in action in the world and religious expression	Christianity Inspirational people	Judaism Inspirational people/Easter betrayal of trust	Judaism Inspirational people, symbols and religious expression	Judaism Journey of life and death, religion and individuals
Yr 5	Christianity Inspirational people Beliefs and Questions	Christianity Religion, family and community Beliefs in action in the world Symbols and religious expression	Islam Worship, pilgrimage and sacred places Beliefs in action in the world	Islam Religion, family and community Easter:		
Yr 6 Yr A	Christianity Teaching and authority Rules for living	Judaism Teachings and authority Beliefs in actions around the world Christianity Beliefs and questions	Judaism Religion, family and community Worship, pilgrimage and sacred places.	Christianity Worship, pilgrimage and sacred places Easter – who was Jesus?	Sikhism transition or Christianity Worship, pilgrimage and sacred places	Sikhism transition or Christianity A journey of life and death Religion and the individual

