

West Haddon Endowed C of E Primary School

Policy Document

RELIGIOUS EDUCATION POLICY

School Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

Our School Aims :-

1. To equip all children with attitudes, skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development;
2. To place Christian values at the heart of everything we do;
3. To provide a happy environment that is caring, nurturing and supportive for everyone involved in our school;
4. To treat the children as individuals and encourage them to reach their potential;
5. To maintain and strengthen our links with the wider community.

Rationale

This policy outlines the purpose, nature and management of Religious Education at West Haddon Endowed C of E Primary School.

Prepared by:	D. Armstrong	First Issued:	February 2001
Approved by:	Governing Body	Last reviewed:	February 2014
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The Legal Situation of Religious Education (RE)

The Education Act (1996) requires:

- RE to be taught to all pupils in full time education in LA schools. This includes children in reception classes, post-16 students and those with special educational needs;
- RE to be taught according to the LA Agreed Syllabus, (except in voluntary aided schools);
- RE to play its full part along with other subjects and aspects of school life, and Collective Worship in 'providing for the spiritual, moral, cultural, mental and physical development of pupils';
- The Agreed Syllabus to reflect the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in the UK.

To assist in meeting these legal requirements, we have adopted fully the 2011 Syllabus for RE in Northamptonshire: "Growing Together".

Aims of Religious Education

The overall aims of Religious Education are to enable children to become:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

More specifically, Religious Education aims to enable children to:

- Enquire into, investigate and understand religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied;
- Question, explore, reflect upon and interpret human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

These aims contribute to and complement our School Aims, re-affirming the importance of Christian values at the heart of everything we do.

Learning and Teaching

We place great importance on the teaching of Religious Education, and have high expectations for children's attainment; recognizing the unique importance of the subject in promoting our school aims.

As such, teachers teach the subject using Quality First Teaching techniques, resulting in high quality teaching and learning opportunities for every child.

Our schemes of work are developed from the 'Growing Together' syllabus (Appendix I). From these, teachers plan and deliver an hour per week of direct Religious Education teaching. During each Key Stage, at least 50% of this time is given to units with a strong Christian emphasis.

In keeping with the agreed syllabus, teaching is framed around the two attainment targets:

- AT1: Learning about Religion and Belief; and
- AT2: Learning from Religion and Belief.

Additional time throughout the year is given to a programme of religious and cultural enrichment activities, to give children a 'hands-on' understanding of aspects of their learning (Appendix II).

In addition to the direct teaching of Religious Education, children are taught the meaning of Christian values and encouraged to see how these values and beliefs influence our behaviours and attitudes throughout all aspects of our lives, both in and out of school: they are taught the importance of these values to Christians, and learn how these values have shaped the lives of Christians throughout history.

Pupil Progress, Attainment and Assessment

We seek to ensure that all children will make at least expected progress throughout all Key Stages in their learning in RE, regardless of their starting point, although wherever possible we aim for children to make accelerated progress in RE. We also expect that overall standards in RE will broadly match that of the core subjects.

To ensure that these standards are met, end-of-term summative assessments are made of every child in both AT1 and AT2, backed up by examples of children's work and level judgements across the ability ranges. (Appendix III & IV) This data is used to monitor and evaluate current attainment, children's progress towards their end-of-key stage target and to identify cohorts that are at risk of under-performing and to assist in identifying any remedial actions required.

Pupil attitudes towards the subjects are gathered annually, through pupil voice questionnaires (Appendix V).

Progress and attainment is reported to parents annually.

Monitoring and Evaluation

We believe that robust monitoring and evaluation activities are the key to attaining high standards in the subject, and achieving our stated aims. Therefore, a range of monitoring activities are timetabled throughout the year to ensure the learning and teaching of Religious Education is clearly understood (Appendix VI). Monitoring outcomes are evaluated and used, as a part of the SEF process, to drive continuous improvements.

Monitoring and Evaluating in Religious Education is led by the RE Subject Leader with, in recognition of the high importance placed on the subject, a considerable input from the school's leadership. Whenever possible, external 'critical friends' are employed to provide an impartial view of the subject.

Staff Development

We set high expectations for every lesson taught at our school, and therefore take staff development very seriously.

Following monitoring exercises, staff are given development points to improve their practice further. Where necessary, this may include additional support such as joint planning with the RE Subject Leader.

Any concerns of underperformance will be referred to the Head Teacher and addressed through the appropriate performance procedures.

Staff meetings are used to address whole-staff development needs, such as assessment practices.

Clergy from the West Haddon Church regularly assist in staff meetings to develop pedagogical knowledge and understanding.

Risk Assessment

R.E. at West Haddon follows the Risk Assessment policy which is in place at the school and a full risk assessment will be carried out before any R.E. visits take place.

Resources

We recognise good R.E. needs to be properly resourced. Key resources include: every child having access to a Bible in their classroom; Artefacts supporting Judaism, Islam and other world religions stored in the staff room and storage areas; Visitors who visit the school and receive children at religious venues; The Church of All Saints, West Haddon, West Haddon Baptist Church and other places of worship.