



## WEST DARTMOOR FEDERATION

### POLICIES & PROCEDURES

**TITLE: Religious Education (RE) Policy**

#### **DOCUMENT MANAGEMENT**

This document was **adopted** at the **full Governing Body meeting on 23 November 2015**.

The document is subject to **review on an annual basis**

The next review will be **Autumn Term 2016**

#### **MODEL POLICY STATEMENT**

This is not a Local Authority model policy

The model policy used is - N/A

Local changes have not been made to the model policy – N/A

#### **IMPACT OF THIS POLICY ON THE ETHOS OF FEDERATIONS IN THE FEDERATION**

<b>Date of Effect</b>	<b>Change History</b>

## **Rationale:**

Lady Modiford's and Meavy Primary schools are Church of England Voluntary Aided schools that make up the West Dartmoor Federation. Within this specifically Christian environment we aim to provide religious education in accordance with the Christian values of the Federation, which are central to its life and ethos, and are vital to the realisation of our vision.

We aim to enable children to develop spiritual understanding, to begin to comprehend what it means to be a person of faith, and to accept and value those whose commitments, values and ways of life are different from their own promoting good and caring relationships with others.

The importance of Religious Education to the curriculum is given in sections 1 to 9 below:

### **1. Aims**

- Study Christianity within a faith setting;
- Offer the means by which pupils can understand the influence of religion on people's attitudes to life and death. This will involve, for example, considering the relationship between religious belief, personal commitment and moral values; exploring the spiritual aspects of human experience including the arts, the environment and personal relationships; gaining experience of people and places associated with different religious traditions;
- Seek to enable pupils to develop an awareness of some of the fundamental questions about life and death raised by human experiences, and of how religions may relate to them; Respond to such questions with reference to both the teachings and practices of religions, and their own understanding and experience; Reflect on their own beliefs, values, experiences in the light of their study; provide pupils with opportunities to reflect on their experiences of life; contribute to the development of pupil's own beliefs and values.
- Develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own.

### **2. Expectations and Attainment**

The Federation endeavours to allow all children to succeed in religious education whatever their academic ability.

A range of evidence is used to demonstrate pupil engagement and attainment mindful of pupils' individual learning styles and learning competences (e.g. art work, observation notes, prayers/ reflection, video, creative writing, drama and role play) from Religious Education and cross-curricular lessons, and Collective Acts of Worship

### **3. Entitlement and Curriculum Provision**

- The Foundation Stage Religious Education is based on the Early Learning Goals and this allows the children to cover a wide range of Bible stories and become more familiar with their own beliefs and traditions. They also have wide ranging opportunities to explore the cultures and beliefs of others through practical activities and play.
- The scheme of work from 'Discovery RE' outlines the topics that each year group undertakes.
- There is a suitable balance between expecting pupils to express their own ideas through speaking and listening and demonstrate what they have learned through writing, artwork, role-play and drama.
- Teachers provide stimulating and challenging experiences that enable pupils to gain enjoyment from their studies.
- Opportunities for visits to places of interest and visitors to the Federation are regular features of the curriculum. In this way, pupils have first-hand experiences of the Christian tradition and faith in different contexts.

### **4. Teaching and Learning**

- Pupils are provided with as much first-hand experience of Christianity as possible and artefacts and authentic resources are used where appropriate.
- Where religious artefacts are used, they are treated with the respect they would be given if they were being used in their actual setting for worship.
- Biblical material is presented as the sacred text of the Christian faith, regarded by Christians as the Word of God.
- Biblical stories are used to identify what they teach believers about God and his relationship with people.
- Pupils are provided with opportunities to explore the themes they perceive in Bible stories.
- The experiences and views that pupils bring from home and faith communities are always valued.

### **5. Skills and Attitudes:**

In order to enable pupils to investigate their own and other people's beliefs, the following skills and attitudes should be developed. Schemes of work will be planned so that pupils:

- Have the opportunity, in a variety of contexts, to develop their oral skills;
- Have the opportunity to develop their reading and writing skills, together with the acquisition of appropriate religious language and vocabulary;

- Have the opportunity to develop their investigative and reasoning skills which could include interpreting, analysing, exploring and evaluating, together with the use of information technology;
- Are encouraged to consider and acknowledge the basis of their own beliefs, values and assumptions, and to develop respect and tolerance for the beliefs and cultures of others.
- Are encouraged to consider the impact of religious beliefs and value systems on lives of different children, women and men;
- Are encouraged to reflect on their feelings, perceptions and impressions, in the classroom and elsewhere, through silence and stillness, through discussion, and through recording personal reflections in a variety of creative ways;
- Are able to experience situations which will encourage empathy, confidence and self-esteem, and develop imagination and curiosity;
- Are encouraged to develop a willingness to talk about their beliefs and share with others their observations and experiences.

## **6. Organisation:**

The Diocesan Board of Education recommends that religious education is taught for a minimum of 5% of curriculum time, which is:

*Key Stage 1:* 36 hours per year (excluding reception year)

*Key Stage 2:* 45 hours per year

The time allocated for RE will be separate from time given to Collective Worship.

The planning from 'Discovery RE', allows for appropriate breadth, depth, continuity and progression in the study of RE. Both a systematic and thematic approach to RE is included in the planning of units. The length of time of each unit will vary, depending on the content, and learning strategies involved.

## **7. Equality of Opportunity and Meeting Individual Needs:**

Equality and justice for all people form a central concern for all religious education.

Based on Christian teaching, all the religious education in this Federation will ensure an understanding of the following principles that:

- People have different lifestyles, beliefs and values but share a common humanity and are independent.
- All people have a right to their own beliefs
- Respect should be shown to those of faith and those of no faith.
- The diversity of the roles of both women and men in religion should be explored.

- No one should be discriminated against because of a code of dress, diet or religious observances.
- A global perspective is necessary as the experiences of a faith community in Britain may be different from those of the same faith elsewhere.
- Faith and culture are not one and the same and should be explored as separate concepts.
- That within any faith community there are different traditions, customs and practices.
- Stereotypes should be challenged and material explored for bias.
- The language used is not sexist or racist.
- Good practice in religious education will challenge discrimination and prejudice.

## **8. Assessment, Recording and Reporting**

The assessment, recording and reporting of pupils' progress in RE will be conducted in a way which is consistent with the Federation's policy; it will recognise that whilst knowledge can be assessed, there will be aspects of pupils' work, which it would not be appropriate to assess. For example, it would not be appropriate to assess matters that pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal information, and no assessment or judgement should be made of their willingness or unwillingness to do so.

Assessment, recording and reporting of RE will:

- Help pupils to recognise the degree of progress which they have made in RE
- Enable pupils to identify ways of improving their work through marking, etc,
- Provide information that is useful to the intended audience in language that can easily be understood (e.g. by pupils, parents, other teachers, Governors, etc.)
- Ensure that pupils are actively involved in the process of reviewing their own work, using pupil self-evaluation systems,
- Be manageable in the time available, make reasonable and realistic demands on teachers and minimise the amount of unnecessary duplication,
- Be conducted in the kind of positive, supportive and constructive climate which recognises the needs and anxieties of pupils,
- Be based on the range of types of assessment tasks which help pupils to continue to develop their understanding of the key elements of the RE syllabus,
- Be based on shared understanding of the criteria which are being applied and the significance of any marks, grades or symbols which are awarded,
- Facilitate the provision of summative information that meets any statutory requirements and the needs of transfer institutions.

From September 2015, assessment will be based on the 'Discovery RE' materials

Children's attainment in RE will be reported to parents through annual reports and there are opportunities for further discussions during parent consultation evenings.

## **9. Leadership and Management:**

### 9.1 Staff Development and Training Opportunities

- To develop staff confidence and competence in teaching Religious Education:
- Whole-Federation training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management;
- The Subject Leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in Federation improvement planning

### 9.2 Leadership and Management Roles

The Subject Leader has the responsibility to take a lead in developing Religious Education further across the Federation within the Federation's improvement plan, monitoring the effectiveness of teaching and learning, and the use of resources.