

BRIZE NORTON PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

This policy was adopted by the Governing Body on 24th January 2013 following consultation with staff.

Review Date Planned	Review Date	Date adopted by Governing Body
By 24 th January 2016		

Legal Requirements

At Brize Norton Primary School, the Governing Body have adopted the Oxfordshire Agreed Syllabus 2007. The Oxfordshire Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. These are that an agreed syllabus must reflect that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The Importance of Religious Education

At Brize Norton Primary School Religious Education:

- provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offers opportunities for personal reflection and spiritual development
- enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures
- encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourages pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community
- plays an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promotes discernment enabling pupils to combat prejudice.

The Value of Religious Education and its Contribution to the Whole Curriculum

Religious Education promotes values such as honesty, justice, respect for all and care of the environment. It provides opportunities for all pupils to learn and achieve, and promotes pupils' social, spiritual, moral and cultural development, preparing pupils for the opportunities, responsibilities and experiences of life. It contributes to the promotion of citizenship and personal, social and health education (PSHE). It provides opportunities for pupils to develop key skills.

Learning about and from Religion promotes children's spiritual, moral, social and cultural development.

Content and Breadth of Study

Foundation Stage

There is no recommended time allocation for RE at Foundation Stage. However, RE will be clearly evident within class teaching in activities which are distinct from collective worship. Children at Foundation Stage will experience a range of activities with a specific religious focus, relating to the Early Years goals.

Religious content will be drawn primarily from Christianity and then from other religions, particularly if they are represented by pupils in the class.

Children will encounter explicit religious material and begin to reflect upon and consider religious and spiritual feelings, experiences and concepts. They will also be encouraged to ask and respond to fundamental questions.

Religious Education can make an active contribution to all seven areas of the Foundation Stage curriculum but has a particularly important contribution to make to:

- Personal, Social and Emotional Development
- Communication and language
- Literacy
- Understanding of the World
- Expressive Arts and Design

The Agreed Syllabus sets out in more detail ways in which Religious Education can contribute to these Early Learning Goals.

Key Stage 1

The recommended time allocation for specific RE focus is 36 hours per year, which is approximately 1 hour per teaching week.

Children study Christianity and some aspects of both Islam and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief for some children and their families.

Pupils ask relevant questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

The three religions taught in Key Stage 1 are addressed through teaching of the following themes during Key Stage 1:

- Believing
- Story
- Celebrations
- Symbols
- Leaders and Teachers
- Belonging
- Myself

Key Stage 2

The recommended time allocation for specific RE focus is 45 hours per year, which is approximately 1 ¼ hour per teaching week.

Children study Christianity and some aspects of Islam, Judaism and Hinduism. Through the course of Key Stage 2 they develop an understanding of the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion,

learning about similarities and differences both within and between religions and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary.

They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Teaching about the different religions is addressed through the following themes during Key Stage 2:

- Beliefs and Questions
- Teaching and authority
- Worship, pilgrimage and sacred places
- Journey of life and death
- Symbols & religious expression
- Inspirational people
- Religion and the individual
- Religion, family and community
- Beliefs in action

Attitudes in Religious Education

While the knowledge, skills and understanding outlined in the attainment targets are central to Religious Education, it is also vital that pupils are encouraged to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education and should be developed at each stage:

- self-awareness
- respect for all
- open-mindedness
- appreciation.

Attainment Targets

The two Attainment Targets, Learning about Religion (AT1) and Learning from Religion (AT2), provide the aims and direction for teaching and learning in Religious Education.

AT 1 Learning about Religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation and includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils will develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

AT 2 Learning from Religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Assessment, Recording and Reporting

The agreed Oxfordshire syllabus provides a series of level descriptors, referred to as "Can do statements" describing children's knowledge and understanding of individual religions (AT 1) and religious experience in general, (AT 2). We use these to guide planning of lessons at an appropriate level and to evaluate pupil progress. It is not obligatory that class

teachers track the annual progress of individual pupils in RE though some may choose to use the Can Do statements in this way.

Formal and informal assessment of pupil's progress takes place during discussions and observations. This is used by teachers in planning appropriate work for pupils and forms the basis of reporting to parents. An annual report is written for parents at the end of the academic year.

Planning

Teachers plan using the Oxfordshire Agreed Syllabus, to ensure continuity and progression across the key stages.

Planning is done at three levels:

- whole school (long term)
- class (medium term)
- individual teacher's weekly planning (short term)

Teachers plan specific learning intentions and success criteria for their lessons based on developing children's skills, knowledge and understanding in each subject.

Where possible teachers make links between subjects to provide experiences that enrich learning and to consolidate and apply the skills that the children have learnt in a variety of contexts.

Teaching and Learning

Religious Education is taught mainly through year group topics and activities are carried out in small groups, pairs and individually according to the task, age and ability of the pupils. RE themes are taught following a two-year cycle and where possible RE supports work in other curriculum areas, particularly English and the arts. The use of ICT is incorporated in the teaching of history as a tool for finding and communicating information.

Opportunities are made for children to develop an investigative/enquiry approach by using a range of artefacts and resources. Visits are encouraged by all classes to places of worship and visitors are invited into the school to enrich learning. All visits must meet the requirements as set out in the Health and Safety policy and full risk assessments carried out prior to the visit. The whole school visits St Britius church three times a year for Harvest, Christmas and the annual leaver's service. Classes visit the church at other times of the year to support learning about aspects of Christianity e.g. baptism and weddings.

Resources

The school has a range of resources that are used to support the teaching and learning of RE. Teacher resources and artefacts are stored in the cupboard in the waiting area. There are also books, videos and DVD's stored in this cupboard. The school makes visits and invites visitors to the school as appropriate and uses a range of computer software and websites.

Right of Withdrawal

Parents have the right to withdraw their children from Religious Education. Any parents wishing to exercise their rights are encouraged to discuss this matter with the Headteacher.

Special Educational Needs

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan differentiated learning experiences in all curriculum subjects. Some children are withdrawn from the class individually or in small groups for additional support to be given within different subject areas. (See Special Needs and Equal Opportunities policies).

More Able, Gifted and Talented

Work in all lessons is differentiated to meet the needs within the class. Teachers plan using a 'top down' approach to ensure that more able children are challenged. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation and open-ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children's knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level. (See More Able, Gifted and Talented policy)

Roles and Responsibilities

The Role of the Head teacher:

The overall responsibility for each subject rests with the senior management of the school. The head, in consultation with the staff:

- determines a curriculum that is inclusive to all;
- decides the provision and allocation of resources;
- decides ways in which progress can be assessed, and records maintained;
- ensures that each subject is used in a way to achieve the aims and objectives of the school;
- ensures that there is a subject policy, and identifies a subject leader.

The Role of the Subject Leader:

- ensure the development of subject resources and the curriculum;
- supports the staff in planning for and teaching their subject;
- monitors the quality of teaching and learning through observations of lessons, reviews of teacher's plans and scrutiny of children's work;
- analyse data trends, reviewing standards and setting future priorities for development;
- promotes staff inset.

The Role of the Teacher:

Individual teachers are responsible for the implementation of each subject policy. It is their responsibility to plan appropriate experiences that teach key skills while developing children's knowledge and understanding. Teachers are responsible for assisting the co-ordinator in the monitoring and recording of pupil progress in each subject.

Review and Evaluation

This policy was drawn up by the Religious Education coordinator in consultation with the staff. Its implementation is monitored by the subject leader who feedbacks back to the head teacher.