



## Religious Education Policy

### Aims

Religious Education is a statutory requirement. At St Paul's we follow the revised syllabus for religious education (RE) for schools in Manchester, Salford, Stockport, Tameside and Trafford. R.E. is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. 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. It can develop pupils' knowledge and understanding of Christianity and of other world religions and traditions.

R.E. also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. R.E. can also make important contributions to other parts of the school curriculum such as citizenship, the humanities, and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### Objectives

#### **1. To know about and understand a range of religions and worldviews, so that children can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- **2. To express ideas and insights about the nature, significance and impact of religions and worldviews, so that children can:**
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.<sup>3</sup>

**3. To gain and deploy the skills needed to engage seriously with religions and worldviews, so that children can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **Assessment, achievement and attainment**

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

### **What do pupils learn in RE**

#### **Early Years**

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS 7 areas of learning. Planned teaching experiences will support children's learning and development needs identified through holistic assessment. Good Early Years teaching stems from children's own experience and so many practitioners will find ways to draw on the wealth of religious or spiritual experiences that families may bring with them.

## Key Stage 1

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. Pupils consider Key questions from three learning strands:

- **Believing** (*Religious beliefs, teachings, sources; questions about meaning, purpose and truth*)
- **Expressing** (*Religious and spiritual forms of expression; questions about identity and diversity*)
- **Living** (*Religious practices and ways of living; questions about values and commitments*)

## Key Stage 2

Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Pupils consider Key questions from the three learning strands.

## Curriculum planning

The Salford Agreed Syllabus for Religious Education provides the statutory long term planning for the teaching of RE.

At St Paul's we have chosen to follow the long term model suggested by RE Today 2016 as our long term Curriculum plan. We use RE Today Units of work as a basis to plan individual lessons for each year group. Teachers are however encouraged to use their own professional skills to adapt and enhance this detailed resource.

## **The contribution of R.E. to other curriculum areas**

### **English**

R.E. contributes to the teaching of English at St Paul's, actively promoting the skills of reading, writing, listening and oracy. Children develop their oracy skills through the discussion, questions or presenting their learning to the rest of the class. They use a variety of English genres to present their learning, e.g. diaries, letters, persuasion and explanation texts.

### **ICT**

The Internet acts as an important research tool to support children's learning, providing them with a variety of primary and secondary source material. Word processing is an important tool in the presentation of children's work.

### **Personal, Social and Health Education**

R.E. contributes significantly to the teaching of PHSE. It plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### **Special Educational Needs**

R.E. is part of the broad and balanced curriculum provided to all our children, whatever their ability. Learning objectives and activities are differentiated to the needs of the child, taking into account, where applicable, the targets set in their Individual Education Plans.

### **Assessment**

Informal assessments are made on children's learning throughout the course of each lesson. Work is marked on a regular basis according to the School Marking Policy. At the end of each unit, children's learning is assessed against the content and knowledge set out in the National Curriculum for their year group. Assessment may take many forms,

dependent on the age of the child and subject content. This may include a test, a 1:1 discussion with the teacher or a presentation of work to demonstrate learning.

Children will be assessed in line with schools assessment policy.

Children's learning will be recorded as WT (working towards), WW (working within), A (achieved) and E (exceeded).

The end of year assessment is based on a child's developing knowledge and understanding over the whole year against National Standards. The National expectation is for all children to attain "achieved" by the end of the year.

### **Monitoring and review**

The monitoring of the standard of children's work and the quality of teaching and learning in RE is the responsibility of the R.E. subject leader. Their role includes a yearly work scrutiny, collection and evaluation of assessment data, supporting colleagues, keeping abreast of current developments, auditing and procurement of resources and reporting to governors.

**Signed Liz Cullen**

**Date 5.10.2016**

**Review date October 2017**