



# Learning First Federation

## R.E. Policy

March 2018

### VALUE STATEMENT

In the Learning First Federation we value R.E. because;

- It promotes the spiritual, moral, cultural, social, mental and physical development of pupils at the school and of society.
- It prepares pupils for the opportunities and experiences of life in modern Britain

### THE REVISED AGREED SYLLABUS 2017

The position of Religious Education in the school curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards and Framework Act of 1998.

- In community schools Religious Education must be taught in accordance with the locally Agreed Syllabus. Teaching must not be distinctive of any particular religious denomination.
- The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in main Christian, whilst taking account of the teaching and practises of the other principle religions represented in Great Britain.
- Parents retain the right to withdraw their children from Religious Education.

Reasonable time is made available for the study of RE. The guidelines are:

Reception and Key Stage 1	36 hours per year
Key Stage 2	45 hours per year.

- Schools focus on the teaching of Christianity and two other faiths, whilst making pupils aware of the existence and, where possible, the broad perspectives of the other faiths.

### FOUNDATION STAGE

- We teach religious education to all children in the school, including those in reception and nursery classes.

- In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the areas of PSED(Personal, Social and Emotional Development and UW(Understanding the World)
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### AIMS AND OBJECTIVES

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Kingsfield First School we develop the children's knowledge and understanding of the major world faiths and enable children to develop a sound knowledge of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop knowledge, understanding and tolerance of Christianity and other major world religions found in Britain.
- Develop what it means to be committed to a religious tradition.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect and tolerance for other peoples' views and to celebrate the diversity in society.

### TEACHING AND LEARNING

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them.

- We plan our religious education curriculum in accordance with the Staffordshire Agreed Syllabus. The schools in the Biddulph pyramid adopted Plan A to follow for our long term plan thus ensuring the First schools are at a similar level with their understanding when beginning Middle school.

- We ensure that the topics studied in religious education build on prior learning, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.
- Children discuss religious and moral issues using the computer and relevant websites and work both individually or in groups.
- We set common tasks which are open-ended and can have a variety of responses.
- We group the children in a variety of ways including by ability, mixed ability and friendship groups.
- We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### TEACHING RELIGIOUS EDUCATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In the Learning First Federation we teach religious education to all children, whatever their ability. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We look at a range of factors - classroom organisation, teaching materials, teaching style and differentiation. In particular we ensure that any pupil with Dyslexic tendencies have the correct tools to enable them to succeed.

### ASSESSMENT

Children evidence their learning in a variety of ways, this can happen through discussion/circle time, watching film clips, participating in role play.

Staff are able to evidence good practice through the use of photographs, video, scrap books and exercise books.

It is the responsibility of the class teacher to monitor individual child's learning and provide activities that help children to make progress.

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark work as it is completed and provide verbal

feedback. We set children open-ended questions at the end of a piece of work that encourages them to reflect on their learning and we expect them to comment appropriately.

On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit.

Sufficient evidence of pupils' achievements is recorded to allow for an overall 'best fit' level to be assigned to each pupil at the end of each year.

### HEALTH AND SAFETY

When taking children out of school to undertake any study the school's safety policy should be adhered to fully. Risk assessments must be carried out.

Review date March 2019