

KINETON GREEN PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY June 2014

1. The Legal Position

In accordance with the 1988 Reform Act, Kineton Green Primary School provides religious education for all its pupils. Religious Education is part of the curriculum and is taught in accordance with the Solihull agreed syllabus.

2. Aims

The aims of the Solihull agreed syllabus support the aims of the school in that we aim to: -

- Widen each child's knowledge and experience of the world.
- Help pupils develop lively enquiring minds and apply themselves to strive for excellence.

Religious Education aims to encourage and enable pupils to acquire a knowledge and understanding of the origin and content of the Christian religion and have an insight into the other principal religions found in the United Kingdom.

- Encourage co-operation, sensitivity and tolerance to each other.

Religious Education aims to teach pupils to have respect for all people and their right to hold or not hold religious beliefs. Children learn to appreciate the distinct nature of religion and its spiritual dimensions in life and so reflect upon their experiences in order to confirm, deepen or come to their own understanding of the meaning of life.

- Encourage children to develop an independent approach to personal needs and learning whilst acquiring self-confidence and self-discipline.

In Religious Education we help children to appreciate the way in which religious beliefs shape life and how they contribute to personal morality and social responsibility.

3. The Place of Religious Education in the Curriculum

Religious Education is a foundation subject which has a discrete place in the curriculum.

It has cross-curricular links with: -

Humanities	-	The world past and present
Art	-	The use of religious subjects in art across all cultures and religions. The use of patterns and symbols.
English-		The use of Drama to depict areas of the subject, writing, poetry and reading.
Music	-	Religious music used in collective worship and at celebrations of religious festivals.
ICT	-	Used for information on beliefs and traditions in life and culture.

Time allocation: 5% of curriculum time = 1 hour per week.

4. Teaching and Learning

4.1 Organisation

Foundation Stage

The Foundation Stage curriculum is based on Early Learning Goals and Religious Education comes within Knowledge and Understanding of the World. Children are taught and assessed on the basis of Stepping Stones Statements that progress towards final objectives which are fed into the Foundation Stage Profile for each child.

Key Stages 1 and 2

The subject is timetabled to be taught to a whole class following a progressive scheme of work matched to the Solihull agreed syllabus. There are clear learning objectives for each module of work which cover skills, knowledge, concepts and human experiences and attitudes.

Long term plans give an overview of work to be carried out in each year group.

Medium term plans give details of activities and the learning objectives they support.

Short term planning is taken from the medium term plans on a weekly basis.

4.2 Teaching and Learning

Teaching and Learning is enhanced through displays, visits and the general ethos of the school and has two closely related aspects – learning about religion and learning from religion.

4.3 Differentiation

Differentiation is achieved in a number of different ways. This may be through discussion and directed questioning, by outcome or by the task the children are asked to undertake.

5. Assessment and Record Keeping

Planning for Key Stage 1 and Key Stage 2 is on a half termly basis and assessment is built in to some of the modules.

In line with the whole school policy it meets the need for teachers to obtain information about children who have met the expectation, those who did not meet expectations and those who exceeded them. This information supports the class teacher and informs future teaching and learning and will give a level at the end of each assessment opportunity.

6. Monitoring and Evaluation

Medium term plans have been developed by the subject leader and are part of an ongoing process. They are subject to regular review and evaluation in consultation with staff.

The school has a School Self Evaluation timetable for all subjects including RE (see SIP). During the course of the year the subject leader will monitor RE through pupil interviews, planning scrutiny, work scrutiny and lesson observations.

7. Resources

Artefacts are kept centrally in the stock cupboard near to the library in labelled drawers and cover Christianity and other principal religions found in the United Kingdom. Videos, DVDs and books are kept in the library and can be borrowed when needed. Short term planning has reference to any websites that will support the delivery of the curriculum.

8. Inclusion

In planning and teaching Religious Education teachers are required to have regard to the statements of Inclusion found in the National Curriculum. These are the main three sections:

- Setting suitable learning challenges
- Responding to the diverse needs pupils bring to their learning
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils

By giving attention to these principals teachers ensure all pupils have the opportunity to succeed.

8. Special Educational Needs

Religious Education supports the needs of all children to develop an understanding of the world whilst acquiring self confidence and self discipline. The work the children undertake will be adjusted appropriately to the needs of the child.

9. P.S.H.E.

Religious Education specifically should encourage personal growth in addition to intellectual development. Religious Education should promote pupils: -

- Spiritual development through helping them to recognise and value their own spirituality, reflect on and question their own and others' life experiences and beliefs, appreciate the earth and universe as sources of sustenance and inspiration and understand their place in it.
- Moral development through helping them to understand moral dilemmas, the difference between right and wrong, the importance of consideration and

concern for others, recognise personal obligations, make reasoned and informed judgements.

- Social development through helping them to understand and appreciate religious communities and their activities, respect differences, become responsible citizens locally and globally.
- Cultural development through helping them to develop a sense of belonging to and engage with local, regional and national cultures, learn how to appreciate difference and diversity, recognise common values which cross cultures and appreciate the impact of the environment on cultural traditions.

8. Parents

The support of parents is necessary to promote attendance at Celebration assemblies and productions, helping children to understand the close links that exist between home and school and the community.

9. The role of the Curriculum Subject Leader is to:

- Be a class teacher
- Motivate, direct and aid the whole staff to develop the subject's teaching and learning
- Be a role model encouraging methods of good practice
- Plan so that activities can be carried out, objectives met and assessments made
- Set up an effective communication and support system for all staff
- Provide necessary resources
- Evaluate the progress and effectiveness of all activities and units of work
- Evaluate and update policy
- Attend courses to update knowledge and skills, using the information to update and support staff.
- Inform and consult with the Headteacher

8. Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at Kineton Green Primary School.