



Flakefleet Primary School

Religious Education Policy May 2017

Flakefleet Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. RE is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with The Lancashire Agreed Syllabus. RE has the same status and importance as any other subject and the high standards are applied to RE as to all subjects. It is clearly stated that RE should not attempt to alter a child's belief but to provide knowledge of their own and other's beliefs.

Time Allocation

A minimum of 5% of curriculum time is required for teaching RE.

KS1: 50 minutes a week.

KS2: 60 minutes a week.

Policy Aims

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Flakefleet Primary School we develop the children's knowledge and understanding of the major world faiths and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge of Christianity and other world religions. Children reflect upon what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

The RE curriculum will provide opportunities for the children to develop the followings skills

- * Investigation
- * Empathy
- * Synthesis
- * Interpretation
- * Evaluation
- * Application
- * Reflection
- * Analysis
- * Expression

RE also helps children to develop positive attitudes towards oneself, others, society and the world.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them, building upon their own experiences in the process. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others' viewpoints are strongly encouraged. This also links to our Flakefleet Way/ a Flakefleet Child..... And class behaviour charts.

Curriculum Planning

We plan our RE curriculum in accordance with the LEA's agreed syllabus, 'Searching for Meaning'. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children, of all abilities, to develop their skills and knowledge in each unit. 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 carry out curriculum planning in RE in two phases (medium-term and 5 minute grid plans). The long-term plan maps the RE topics studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson.

Use of ICT

We use ICT where appropriate in RE. The children find, select and analyse information using the Internet, Espresso Discovery Education is a useful tool. They also use ICT (iPads and Macs) to review, modify and evaluate their work and to improve its presentation. Green screen and recording on iPads provide opportunity to create role-play and other elements of drama that may then be reflected upon further. We use Showbie app so children can store their electronic work. This can then be marked by the teacher by voice recording/ comment and is available for the child to look at and act upon.

Foundation Stage

We teach RE in Foundation Stage as an integral part of the topic work covered during the year. We relate the RE element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS) which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the EYFS objectives of developing Knowledge and Understanding.

Cross Curricular

We provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

Links can be made with a range of other curriculum areas perhaps notably English, PHSE, Drama, Music, History, Geography and assemblies.

SEN

We believe all children should have access to a broad and balanced curriculum, which includes RE, and make the greatest progress possible. We provide learning opportunities that are matched to the needs of the children. Further details are contained in the school's SEN policy.

Assessment

The assessment in RE is ongoing and is carried out informally. The assessment may include: observation of children's work, questioning or pupils written/ pictorial work. Children are assessed in Attainment Target 1 (learning about religions) and Attainment Target 2 (learning from religions).

Resources

We are continually developing our range of resources in our school to be able to teach all our RE units. We keep resources for RE in a central store where there is a separate box of equipment and a collection of religious artifacts for each religion. We also have DVDs, plus access to a range of interactive software and apps.

We are continually looking for places to visit to broaden our children's experience of RE. We are also collating a list of visitors from different faiths to visit school and share their knowledge.

Monitoring and Review

Subject leadership groups currently gain an overview of standards, annually, by monitoring pupils' work across the age ranges. Planning and assessments are regularly monitored.

Staff Development

A number of external courses are available to staff. The subject leadership group will determine the developmental needs of the school in RE and will subsequently organise internal training sessions.

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