



Masham Church of England (VA) Primary School

Religious Education Policy

Policy approved by the Governing Body	18 March 2019
Review Date	Spring 2021

Rationale

At Masham CE (VA) Primary School Religious Education (RE) is taught in accordance with the Dioceses of Leeds and York Diocesan Syllabus for Religious Education. RE is a core element of the curriculum and is an **entitlement** for all registered pupils on the school roll including Reception children. The purpose of religious education is to enable children to learn about religion and belief and to learn from religion and belief.

“Learning about religion and belief,” includes enquiry into, and investigation into the nature of religion. “Learning from religion and belief” is concerned with developing pupil’s ability to reflect on and respond to, their own experiences and learning about religion. At Key Stage 1 pupils will have opportunities to learn about Christianity, Judaism and Islam. At Lower Key Stage 2 pupils will have opportunity to learn about Sikhism and Hinduism and in Upper KS2 continue their learning about Christianity, Judaism and Islam. Opportunities for learning about other religions should be taken where appropriate cross curricular links arise.

Aim

In North Yorkshire’ s schools, Religious Education is concerned to help pupils develop an open, sensitive and reflective approach to understanding humankind’s varied religious practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

Objectives

Foundation Stage

At the Foundation Stage, children’s learning in religious education will make a variety of contributions to the seven areas of learning and enables them to work towards the early learning goals.

By the end of the Foundation Stage children will have opportunities to:-

- Explore some features of religions and beliefs e.g. where do we belong, special stories and special places.
- Access first - hand opportunities to experience artefacts, stories, places and visitors
- Ask their own questions
- Develop the ability to respond to structured opportunities for quiet reflection and to express their ideas through play, art, music and other media.

Key Stage 1

Children will have opportunities through learning about and from Christianity, Judaism and Islam to:

- Ask increasingly perceptive questions
- Begin to undertake their own independent investigations.
- Relate their learning to their experience, finding parallels between features of religion and belief and their own lives
- Begin to explain the role which stories and practices play in the lives of believers
- Engage imaginatively with resources
- Begin to evaluate different aspects of religion e.g family, celebrations and worship
- Develop a framework of understanding within which to locate their learning in RE.

Key Stage 2

Children in Key Stage 2 will have increasing opportunities to continue their learning about and from Christianity, Judaism and Islam and to develop their knowledge and understanding through their study of Sikhism and Hinduism

- Extending their ability to undertake sustained independent enquiries into religion and belief
- Using key concepts of the subject, such as 'belief' or 'myth' to develop their own questioning and enquiry
- Using higher order thinking skills such as investigation, interpretation, analysis and evaluation
- Investigating specific examples of religious belief and practice and relate these to their own ideas
- Evaluating different points of view sensitively
- Handling ideas and arguments about matters to do with belief and practice with increasing confidence.

Teaching and Learning

Effective teaching and learning in RE is characterised by :-

- Clear understanding, on the part of governors, teachers and pupils, about the underlying purpose of RE
- Imaginative use of challenging and evocative resources to stimulate the pupils' imagination and encourage them to explore their personal responses
- Sustained learning, linked to work in other areas of the curriculum, notably English, art, drama and music
- Careful use of creative activities that support and enhance the central focus of learning in RE rather than detract from it
- Effective use of teachers' subject knowledge to ensure a staged development of pupils' knowledge, skills and understanding
- A high expectation about pupils' ability to use the skills of enquiry

Organising the RE Curriculum

In line with National expectations RE should receive 5% of curriculum time; we aim for closer to 10%. At Masham CE (VA) Primary School teachers are encouraged to explore new patterns of delivery (for example special RE days, a themed week) which allow for more **sustained** learning and stronger links with other areas of the curriculum.

Planning and Assessment.

The principles of good planning apply to RE as much as to any other subject in the curriculum. Planning for RE should ensure all pupils have a high quality, coherent and progressive experience of the subject.

In planning RE, teachers will consider the following three things:

- What are we trying to achieve?
- How will we organise the learning?
- How will we measure success?

Two Types of Assessment

In making assessment of pupils' work it is important to distinguish between:

- Assessment *for* Learning
- Assessment *of* Learning.

Assessment for learning involves the use of classroom assessment to *improve continuous learning of subject*

Assessment of learning measures summative assessment

Assessment and National Expectations in RE

The non-statutory national framework for religious education (2004) was designed to help improve the consistency and effectiveness of assessment in RE nationally and incorporated the national levels of expectation. The levels have since been translated into Pupil-speak 'can do' levels.

For reference a copy of these are attached to this policy.

Equal opportunities

The school believes that it is important for **all children** to have access to opportunities for spiritual development and awareness and for understanding of religions and beliefs. Structured learning objectives are designed to support the less able and to extend the more able in ways which are sensitive to issues relating to personal belief and practice, cultural beliefs and lifestyles.

Role of the subject manager:

Monitoring the RE curriculum and policy.

The headteacher, with the support of an HLTA, is responsible for managing RE .

Together, they offer knowledge and provide support and advice to other members of staff.

The headteacher monitors the quality of teaching and is responsible for evaluating and reviewing the programme and provision for RE across the school.

She will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in RE.