



MARTON-CUM-GRAFTON
CE VA PRIMARY SCHOOL

Policy for Religious Education

This policy has been reviewed by School Governors: Mrs M L Thirlaway and
Fr C Parkin

The Governing Body approved the policy: May 2016

This policy will be reviewed: Every 3 years

About the policy

At Marton cum Grafton C of E (V.A.) Primary school Religious Education is taught in accordance with the the Diocese of West Yorkshire and the Dales syllabus and the North Yorkshire RE syllabus 2013 and reflects the distinctive and inclusive ethos of our Anglican foundation. We continually aim to embed Christian Values at the heart of our school life. Religious Education forms part of the basic curriculum along with other core and foundation subjects. The purpose of Religious Education is to enable the children to learn about religions and to learn from religion.

AT1 Learning about Religions, which includes enquiry into, and investigation of, the nature of religion.

- Identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion
- Explaining the meaning of religious language, stories and symbolism
- Explaining similarities and differences between and within religions

AT2 Learning from Religion, is concerned with developing pupils ability to reflect on, and respond to, their own experiences.

- Giving an informed and considered response to religious and moral issues
- Reflecting on what might be learned from religion in the light of one's own beliefs and experience
- Identifying and responding to questions of meaning within religion.

Religious Education in our Distinct Context

In recognition of our distinctive context, Religious Education has a high profile, emphasising:

ASPIRE • BELIEVE • ACHIEVE

- The Christian foundation of the school
- A Christian ethos which permeates the whole curriculum yet has its own weight as a subject
- Christianity as a multi-world faith
- A close link with the local church family
- Allows pupils to engage seriously with and develop an understanding of the person and teachings of Jesus Christ
- A wide range of Christian resources, including artefacts

Aims

Religious Education should help pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other major religions represented in Great Britain enabling them to develop respect for and sensitivity to others
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- Take time for personal reflection about their own spiritual journey and develop their sense of identity
- Consider challenging questions and explore their own beliefs and questions

The Spiritual, Moral, Social and Cultural development lies at the heart of our curriculum; it takes place in the continuing Christian Values promoted by our School.

Objectives

Foundation Stage

At this stage, children's learning in Religious Education will make a variety of contributions to the areas of learning. By the end of the Foundation Stage children will have had particular opportunities to:

Personal, Social and Emotional Development:

- Making relationships - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Self-confidence and self-awareness - They say when they do or don't need help.
- Managing feelings and behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Communication and Language:

- Understanding - They answer 'how' and 'why' questions about their experiences.
- Speaking - Children express themselves effectively, showing awareness of listeners' needs.

Expressive Arts and Design:

- Being imaginative - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Understanding of the World: People and communities

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage One

By the end of KS1 the majority of pupils will have had increasing opportunities to:

- 1a. Learn about Christianity and one other principal religion in depth (Judaism)
- 1b. Encounter some special events, places, people and objects connected with the religions studied
- 1c. Listen and talk about some stories from religious traditions and begin to identify similarities and differences
- 1d. Reflect on and talk about puzzling questions which arise from their study of religions, their own experiences and their encounters with the natural world
- 1e. Think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.

Key Stage Two

By the end of KS2 the majority of pupils will increasingly have had opportunities to:

- 2a. Learn about and develop their knowledge and understanding of Christianity and two other principal religions in depth (Judaism and Islam)
- 2b. Encounter some special events, places, people and objects connected with the religions studied and discuss their purposes and functions
- 2c. Consider the meaning of symbols, stories and festivals for members of faith communities
- 2d. Explore questions of meaning and mystery and use times of stillness to work out their own response to these
- 2e. Evaluate different points of view and show sensitivity to those whose belief is different from their own
- 2f. Relate their work in Religious Education to other areas of the curriculum and their developing knowledge of the world around them

Planning and Assessment

RE is planned in line with the curriculum and policy guidelines and follows an enquiry based approach. When planning RE teachers are considering three key questions – What are we trying to achieve? How will we organise the learning? How will we measure success?

Teachers follow the diocesan guidelines and plan appropriate tasks which are – matched to learning objectives, challenging and enable pupils to demonstrate their learning in a variety of ways: poetry, posters, role play, stories, questions, diaries, photos.

Teachers spend time together planning RE across the school in order to ensure that pupils have a high quality, coherent and progressive experience of the subject.

RE is assessed in line with the curriculum and assessment policies; When assessing RE teachers ensure that strategies assess learning about Religions (AT1) and learning from religion (AT2) as this involves assessing not only factual knowledge but also the development of skills and attitudes.

When assessing, teachers implement AfL (assessment for learning) practices, using children's self assessment strategies to directly involve children in their learning. Work produced informs report writing and future planning.

Learning and Teaching

The school curriculum aims to provide opportunities for all pupils to learn and achieve and to prepare all pupils for the opportunities, responsibilities and experiences of life.

The teaching of Religious Education is organised as follows:

Foundation – Children may encounter a range of religious education related learning experiences and opportunities across all areas of learning.

KS1 & 2 – RE is organised either as weekly lessons, RE days/weeks depending on the area to be studied. There are also regular opportunities for visits/visitors to further enhance the children's learning and understanding.

Reporting

A yearly individual report is compiled for each child and includes statements about effort and attainment in Religious Education. In addition, parents will be informed of any difficulties or achievements during the year.