



St Bartholomew's C.E. Primary School

Religious Education Policy

(Reviewed 2001, 2003, 2006)

School Foundation

As a Church of England Voluntary Aided School we expect the Christian ethos to underpin and be reflected in all aspects of school life and all areas of the curriculum.

The Religious Education we provide is based on the Coventry Agreed Syllabus for Religious Education 2002-2007. However, the RE we provide will often extend beyond the document in order to reflect the distinctively Christian foundation of the school. This will result in a greater emphasis on the study of Christian beliefs, practices and festivals. Nevertheless alongside this we seek to recognise that we belong to a city where people adhere to many faiths and none.

Aims

We see Religious Education as a means by which pupils may acquire an understanding of humanity's quest for the meaning of existence and the role that religion has played in answering fundamental questions about human life and destiny.

The RE curriculum will promote these central aims by –

1. providing pupils with accurate information about Christianity and the other major religious and spiritual traditions of the community in which they live. These other traditions are taken to include Buddhism, Hinduism, Islam, Judaism and Sikhism.
2. developing in pupils an awareness of some of the fundamental questions about life and death raised by human experience and addressed by the great faith traditions.
3. enabling children to learn about, reflect upon and respond to the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life.
4. offering opportunities for pupils to confirm, deepen or come to their own approach to the meaning of life and respect the commitment, beliefs and practices of others.

Objectives

1. The teaching of RE will reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account the teaching and practices of the other principal religions represented in Great Britain.
2. RE will be taught in accordance with the three aspects as outlined in the Agreed Syllabus ie Key Elements, Key Questions and Beliefs and Practices, in order to maintain a balance between learning about religions and learning from religions.
3. Units of work will be planned so that pupils acquire knowledge and understanding of the six principal world religions based on those specified in the Programmes of Study.

Organisation

Time Allocation

The time allocation given to Religious Education will reflect the special status it has in a church school. However, time allocation will be subject to periodic review in the light of wider curriculum development.

Classroom Management

Religious Education will be taught by the class teacher from the scheme of work which in turn will be in accordance with the school policy and Agreed Syllabus. The class teacher will devise a variety of strategies to cater for the varying abilities of his/her pupils, identifying and supporting children with specific needs.

Teaching and Learning

Teaching and learning in Religious Education will be carried out in accordance with the whole school curriculum policy and will develop the major cross-curricular skills including, speaking & listening, reading, writing and information technology.

Schemes of work and lesson plans will meet the criteria agreed by the school and will endeavour to ensure that effective teaching and learning is based on :-

1. A focus on both learning about and learning from religions, so that pupils not only gain knowledge, but are given opportunities to reflect and respond.
2. A study of both the historical and current aspects of all six principal world religions.
3. The consistent use of a variety of interesting, engaging and challenging approaches to learning, including the use of drama, art, poetry, design and technology, written and oral questioning, class and group discussion, different styles of writing and communication including ICT.
4. The constructive use of a range of resources including artefacts , books, audio-visual materials and ICT.
5. Opportunities to use first hand experiences, including visits to places of worship and visitors to school.

Equality of Opportunity

Religious Education makes a fundamental contribution to pupils' spiritual, moral, social and cultural development. As such RE is consistent with the school's mission statement and policy on equal opportunities. All children regardless of race, religion, gender or ability are entitled to the RE curriculum.

Assessment, Recording and Reporting

This will be conducted in a way which is consistent with the school's policy.

The attainment targets for RE fall into two elements:-

1. Learning about Religion (Knowledge, experience and understanding religious beliefs and practices).
2. Learning from Religion (Reflection upon and response to one's own and others' religious and spiritual life experiences).

These two elements will form the basis of assessing the child's progress and will give a framework for recording and reporting to parents.

This will be achieved by the identification of an agreed number of learning tasks in the scheme of work that are appropriate for assessment purposes. The range of expected outcomes, (normally three), which relate to each of these selected tasks will be indicated on the RE record sheets and this assessment information can be used to assist teachers in their reporting to parents.

Consistency of standards will be obtained by comparing the identified outcomes of the selected assessment tasks with the appropriate end of Key Stage statements.

Comparisons can also be made with work contained in the RE portfolio which will illustrate performance at each of the identified outcomes for each assessment task.

The Management of Religious Education

The RE co-ordinator will be responsible for:-

1. producing an agreed subject policy and key stage plans which follow the school's overall curricular aims and meet the statutory requirements.
2. providing advice to teachers, appropriate resources, teaching strategies and approaches to assessment.
3. developing an overview of the RE curriculum to ensure that pupils encounter a sufficient variety of key entitlement experiences and that the RE policy is put into practice.
4. co-ordinating the purchase, organisation and storage of appropriate RE resources.
5. collecting a portfolio of pupils' assessed work to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks.
6. leading the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the RE policy and key stage plans as appropriate.
7. keeping abreast of recent development in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET.

The Role of Class Teachers

Class teachers will be responsible for:-

1. participating in the collaborative development of RE schemes of work and lesson plans which meet the criteria agreed by the school and ensure that pupils encounter a range of key entitlement experiences.
2. assessing pupils' progress in RE using identified assessment tasks.
3. reporting to parents on pupils' progress in RE.
4. contributing to the collaborative review of the effectiveness of schemes of work and lesson plans.