

Holbrook Primary School Policy for RE

Religious Education actively promotes the values of truth, justice, respect for all and care for the environment. RE also recognises the changing nature of society including changes in religious practice and expression and the influence of religion in the local, national and global community.

In addition Holbrook Primary School we are concerned to fulfil the aims of the Swindon Agreed Syllabus for Religious Education.

Religious Education in school aims to

- start from the pupil's own perspective and create space within learning in which the pupil's knowledge, ideas, attitudes, values, beliefs and spirituality are recognised and articulated.
- develop the pupil's use of language, reinforcing and introducing them to linguistic tools which will enable them to learn to think critically and express their developing, ideas, values, beliefs and spirituality.
- Be enjoyable, encourage a love of learning and desire to engage in lifelong learning.

Pupils will have the opportunity to:

- build in-depth knowledge and understanding of the beliefs and practices of three world faiths.
- Focus and reflect critically on a range of visions, wisdom and truth claims belonging to the world's main faith communities.
- Explore right and wrong, mortality and ethics, within religion and human experience.
- Develop their own creativity and spirituality, and an appreciation of the creativity and spirituality of others.
- Develop their own perspectives, conclusions and responses to the issues raised by religion and human experience.

Skills to be developed in Religious Education

Our teaching must stimulate curiosity, provoke puzzlement and develop children's sense of exploration and discovery. We aim to help children understand that questions in RE are in the main contentious, and that worthwhile questions in RE will seldom simply be answered by facts. In RE we aim to develop a classroom where enquiry is the norm, children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

A broad and secure base of skills which underpins the ability to think, reason, reflect and articulate ideas and that is applicable to the whole curriculum, is vital in giving children

access to good religious education. These skills are cumulative across the key stages and include,

- * Investigation
- * Interpretation
- * Analysis and Evaluation
- * Synthesis
- * Application
- * Communication

Attitudes to be developed in Religious Education

We aim to encourage and develop the key attitudes set out in the Agreed Syllabus including,

- sense of self-worth
- respect for others
- recognition of bias in self and others

Attainment Targets

The two attainment targets are of equal importance to the teaching of RE.

AT1 is concerned with the children's ability to learn **about** religion and human experience through the, acquisition of knowledge, development of understanding, application of knowledge and understanding and the ability to critically analyse and evaluate.

AT2 is concerned with the children's ability to learn **from** religion and human experience through the development of their ability to, think, question, explore, reflect, evaluate, respond, review, conclude and apply.

World Faiths of Study

In line with the statutory requirements of 'Thinking Together'.

At Holbrook Primary School we study,

Christianity as the principal focus (FS, KS1 & KS2)

Judaism as the focus religion (KS1 & KS2)

Islam as the additional focus (Years 5 and 6)

Two comparative and contrasting units, Christianity with Islam and Judaism. (Years 5 and 6)

Assessment, Recording and Reporting

The skills are shared and discussed with the children every lesson. Throughout each half term the unit of work activities are linked to developing a specific skill. These activities take a variety of styles including,

- creative work
- drama
- Writing
- Drawing

Wherever possible these activities focus equally on AT1 and AT2. These learning opportunities are intended to help the children make a record of their progress through the unit of work.

Children use their exercise books as a record of their progress and take them with them to their next class. In addition, children and teachers will record children's progress through means other than in their exercise, for example, displays, floor book, observations, discussion, asking questions.

Each term the children are assessed against the concept target statements on the front of that term's unit of work.

The outcomes of teacher assessment are recorded on the front of the unit of work, indicated which children have not achieved the level stated and those that have exceeded. A copy of this is then given to the RE subject leader.

Reporting to parents – On an annual basis, the school reports to parents on attainment, effort and progress in RE based on teacher assessment. The school does not report a level for RE. The comment made reflects the child's progress related AT 1 and AT2 and indicates how the child can make further progress.

Monitoring and Evaluation

On a termly basis the Subject leader visits classrooms to look at the learning environment. The subject leader looks for a discrete area set up in the classroom for RE, skills displayed, evidence of current learning, use of any resources and any cross curricular links evident. This is recorded on a specific sheet and then fed back to staff.

Twice yearly the Subject leader will undertake work scrutiny looking at the evidence in children's books and floor books. Identifying if there is, enough evidence, clear differentiation, skill displayed and at what standard the work is. The findings are recorded on a specific sheet and then fed back to staff.

Annually the Subject leader will undertake child interviews, discussing with the children their current and past learning in RE and identify their understanding and application of the skills. The findings are recorded and then fed back to staff.

RE lessons are observed as part of the school's monitoring process.

At the end of term 3 the RE subject leader circulates an evaluation form. These seek staff views on strengths and weaknesses of the units and enables the subject leader to amend or develop the resources.

Resources

Each unit of work details the resources necessary for the lessons.

All the resources are kept in labelled boxes stored in Walnut.

Resources consist of artefacts, posters and books.

Resources can be ordered from the Wiltshire Library Service to support the units of work.

Statutory Requirements for the provision of RE

The statutory requirements for RE are outlined in detail on page 1 of the Agreed Syllabus. It is important to note that:

- RE should be provided for all registered children
- RE must be taught in accordance with the locally Agreed Syllabus
- Parents can request through written form, that a child is wholly or partly excused from attending RE lessons or collective worship at the school. The school must comply.