

# **Ashton West End Primary School**

## **Policy For Religious Education**

1. In R.E. pupils explore the beliefs and practices of world faiths (Christianity, Hinduism, Islam and Judaism). They explore key questions and reflect, evaluate and respond to, and should develop an understanding of, how beliefs, values and attitudes influence behaviour and world news (approaches to life).
2. The 1988 Education Reform Act requires schools to provide R.E. for all pupils, except where withdrawn by their parents.  
At Ashton West End School we follow the QCA scheme and refer to the Tameside Agreed Syllabus for R.E., which is particularly suited to the differing religious and cultural backgrounds of our children

## **Aims and Objectives**

1. To enable pupils to learn about different religious beliefs and practices in order that they may understand the significance of religion and appreciate the distinctive nature of faith communities.
2. To enable pupils to develop their own responses to questions about the meaning and purpose of life.
3. To encourage children to respect self, others and their beliefs and the natural world.
4. To encourage children to appreciate diversity and variety in religion and cultures.

## **Teaching and Learning**

Legal requirements are met for the subject at this school. R.E. is taught to all children who enter the Reception class, and also for a minimum of 45 minutes each school week in KS1, and a minimum of 1 hour per week in KS2. The Tameside Agreed Syllabus is followed in conjunction with QCA units of work.

### **Foundation Stage**

RE is delivered through Early Learning Goals. The children learn about themselves, friends and their families. They learn about belonging and why belonging is important and are involved in celebrating a variety of festivals along with the rest of the school. They approach topic and QCA units of work through stories, drama, dance, art and creative means. At the end of the Foundation Stage the Profile is completed and appropriate foundations are in place for learning to continue at KS1.

### **Key Stage 1 and 2**

In both KS1 and KS2 RE is delivered through the QCA and school designed units in conjunction with The Agreed Syllabus. The main strand taught is Christianity, as stipulated in the Agreed Syllabus. Hinduism, Islam and Judaism are also taught.

Pupils have the opportunity to learn about key figures, books, beliefs, places of worship, festivals, founders and prophets. Children have opportunities to learn through cross curricular links, such as literacy, design and technology and PHSE. Other learning experiences include, books, stories, handling artefacts, pictures, posters, using ICT, expressive arts, visits to places of worship and visitors in school talking about their religious beliefs and practices. The subject provides the

opportunity for dialogue, debate and the development of personal beliefs and values which will contribute to the development of positive citizenship and Community Cohesion.

### **Planning, Evaluation and Assessment**

Teachers are issued with the QCA Schemes of Work and The Tameside Agreed Syllabus. This assists them with their weekly and half term planning. Each class teacher is responsible for planning, delivering and assessing RE in their class.

Teachers assess progress on their weekly planning sheets, comments in the children's books or informal discussion. Formal assessment of the subject takes place at the end of each half term, on a sheet which indicates clear levels. These assessment sheets are kept in assessment files and are passed on to the next class teacher.

### **Curriculum Entitlement**

1. Gender - all children have equal access to the curriculum, boys and girls are taught together.
2. SEN and inclusion - there is support from other members of staff, and appropriate materials can be produced to ensure all children have access to the subject. Gifted and talented children are given more challenging activities and may also be encouraged to do additional independent research.
3. Second language learners - bi-lingual assistants support children and they are also able to advise on culture and faith.
4. Support from EMAG teacher

### **Resources**

We are continually building a central resource of artefacts, posters, videos and children's books. We also use parents, and links we have established with the local community to invite visitors into school, and use local places of worship as resources.

### **Monitoring and Review**

It is the responsibility of the SMT and Co-ordinator to monitor the standard of children's work and the quality of teaching and learning by scrutiny of children's work and teachers planning and assessment. The Co-ordinator and LEA adviser are available to support colleagues.

Reviewed Dec. 2011.