

Ashton West End Primary Academy

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 The 1988 Education Reform Act requires schools to provide R.E. for all pupils, except where withdrawn by their parents.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 Tameside Agreed Syllabus for R.E. 2016-2021, which is particularly suited to the differing religious and cultural backgrounds of our children.

The Principal Aim

'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

Aims and Objectives

*To enable pupils to learn about religious beliefs and practices in order that they may understand the significance of religion and appreciate the distinctive nature of faith communities.

*To enable pupils to develop their own responses to questions about the meaning and purpose of life.

*To encourage children to respect self, others and the natural world.

*To encourage children to appreciate diversity and variety in religion and cultures and promote British values.

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 for 50 minutes per week (totalling 36 hours of tuition per year). In KS1 for 1 hour each school week (totalling 36 hours of tuition per year) and a minimum of 1 hour 15 minutes per week in KS2 (totalling 45 hours of tuition per year). As of September 2016 the school is now following the Tameside agreed syllabus for Religious Education 2016-2021. The new syllabus was written by RE Today Services is Licensed to Tameside for use in schools for 2016-2021.

Foundation Stage

In the new syllabus Foundation Stage will be discovering which stories, people, places, times are special and why. They will also discover where they belong and what is special about our world.

RE is also delivered through the EYFS: Understanding the World (People and Communities). 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 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 Key Questions that are addressed through Three Strands of Study:

**Believing-(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)*

**Expression-(Religious and Spiritual forms of expression; questions about identity and diversity)*

**Living-(Religious practices and ways of living; questions about values and commitment).*

The main strands are Christianity and Islam/Judaism in KS1, Christianity, Islam, Judaism and Hinduism in Lower KS2 and Christianity, Islam, Sikhism, Buddhism and Humanism (people who do not believe in a religion/faith) in Upper KS2 as stipulated in the Tameside Agreed Syllabus 2016-2021.

Through these Key Questions pupils will learn to discover, explore and make connections between key figures, religious 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 stories, handling artefacts, pictures, posters, using computing, 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. The new agreed syllabus actively promotes values, including British Values.

Planning, Evaluation and Assessment

Teachers are issued with ideas for units 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 format which indicates progress. These assessment sheets are kept in assessment files and are passed on to the next class teacher. The assessment sheets have been rewritten so that they are in line with the new Tameside Agreed Syllabus 2016-2021.

Curriculum Entitlement

**Gender-all children have equal access to the curriculum; boys and girls are taught together.*

**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.*

**Second language learners-bi-lingual assistants support children, and they are also able to advise on culture and faith.*

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 Subject Leader to monitor the standard of children's work and the quality of teaching and learning by scrutiny of children's work, teachers planning and assessment. The Subject Leader and SMT are available to support colleagues.

Revised: October 2018