



Pear Tree Primary School Policy on Religious Education PHILOSOPHY OF OUR SCHOOL

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Our Vision

Pear Tree School nurtures every child to enable them to achieve beyond expectations, develop into confident individuals with a lifelong love of learning and equipped with the skills they need to thrive in a rapidly changing world.

Our Values

Community - achieving the best outcomes for each child through effective partnerships and collaboration between pupils, staff, parents and the wider community.

Honesty – acting with integrity at all times and supporting children to develop a strong moral code to be able to make informed choices, become active citizens and make positive contributions to society.

Resilience - equipping children with the skills and attitudes to become creative and independent thinkers with positive models of enquiry, reflection, challenge and innovation, in order to become learners for life within an ever-changing world.

Individuality - supporting every child to achieve their potential in all areas of learning – social, intellectual, physical, emotional and spiritual, whilst recognising and celebrating individual differences.

Tolerance - promoting attitudes of care, tolerance, trust, collaboration and respect among the children, within the school and within the local and wider, global community.

Success Criteria

Children are emotionally, socially, spiritually and intellectually robust.

A supportive culture of caring, confidence and individuality is evident

Children consistently achieve or exceed individual expectations.

OUR SCHOOL LEAVERS WILL BE:

- ◆ Highly skilled and imaginative learners, thinking critically and reflectively
- ◆ Masters of the basic skills in all areas of learning
- ◆ Confident, independent and resilient learners for life
- ◆ Caring, respectful individuals with good social skills
- ◆ Respectful of cultural and religious diversity and value their local and national community
- ◆ Confident and morally strong
- ◆ Secure in their own set of personal values and guiding principles.

Aims and objectives of our Religious Education Policy

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Pear Tree Primary School, we develop the children's knowledge and understanding of Christianity and at least two other world faiths, Islam and Judaism principally. We address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

1.2 Our objectives in the teaching of RE are, for all of our children:

- To gain knowledge and understanding of the beliefs and practices of Christianity in particular and other religions in general.
- to develop an awareness of spiritual and moral issues arising in their lives;
- To practice the skills required to engage with religious beliefs, concepts and practices.

- to develop knowledge and understanding of Christianity and two other major world religions or values adhered to in the UK;
- To engage and participate in their own learning, applying new ideas to their own lives.
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- To have respect for other people's views, and hence to celebrate diversity in society.

2 The legal position of religious education

2.1 Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors and trustees. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 Teaching and learning style

- 3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Ramadan, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.
- 3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in worships.
- 3.4 At Pear Tree, we recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - grouping the children by ability in the room, and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child;
 - Using classroom assistants to support the work of individuals or groups of children.

4 RE curriculum planning

- 4.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the Chester Diocesan Guidelines and the Cheshire agreed syllabus. (See appendix 1). We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2 We carry out the curriculum planning in RE in two phases (long-term and medium-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We usually teach RE topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right, following the Local Authority `

- 4.3 Our medium-term plans give details of each unit of work for each term.
- 4.4 The teacher writes the plans for the term and lists the specific learning objectives and expected outcomes. S/he also keeps individual weekly plans where the teaching of RE is highlighted.

5 The Foundation Stage

- 5.1 At Pear Tree, we teach RE to all children in the school, including those in the reception class.
- 5.2 In our reception class, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

6 Contribution of RE to the teaching in other curriculum areas

6.1 English

At Pear Tree, RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our Literacy lessons have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

6.2 Personal, social and health education (PSHE) and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.3 Spiritual, moral, social and cultural development

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

7 RE and Computing

- 7.1 IT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet. They also use IT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs of the class acting

out a Bible story. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. Or, using desktop software, they can create a special book in which each pupil has his or her own page; they also make a cover and binding for the book, and draw up a set of rules for its use. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

8 RE and inclusion

- 8.1 At Pear Tree, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 8.3 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to the Jewish Museum in Manchester, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

- 9.1 Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.
- 9.2 We follow the assessment policy as set out by the LA's SACRE. This sets out the expected level of attainment for pupils at the end of each Key Stage. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment, and at least three times a year completes an assessment piece based on the areas covered - a selection is then supplied to the RE co-ordinator.

10 Resources

10.1 We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for each unit of work. There is a set of Bibles and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a supply of RE topic books to support the children's individual research.

11 Monitoring and review

11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement;
- Uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.

11.2 This policy will be reviewed at least every three years or sooner if felt necessary.

Signed: Boo Edleston

Date: Autumn 2016

Review Date: Summer 2019