

Cestria Primary School RE Policy



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2019

RE Policy

At Cestria, our RE curriculum is designed in line with National Curriculum guidelines and consequently incorporates the knowledge, skills and understanding required for this subject.

Our primary goal is to teach 'new knowledge' which is built upon prior learning and taught through a particular subject specific skill.

OVERVIEW

At Cestria, we help all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society. We use the Agreed Syllabus as our scheme of work, and we make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn about religion that will help children understand about faiths, beliefs and how religion has influenced the development of humankind and the society in which we live. Where parents request that their children be withdrawn from the teaching of religious education, other appropriate educational provision will be made for them.

RE Curriculum Planning

At Cestria, our Religious Education curriculum is designed in line with National Curriculum guidelines and consequently incorporates the knowledge, skills and understanding required for this subject in their Key Stage.

Our primary goal is to teach 'new knowledge' which is built upon prior learning and taught through a subject specific skill. Medium term plans have been created to ensure that there are specific units of work in each year group that allow children to build upon their previous learning and develop the necessary skills and knowledge required in their Key Stage. Teachers should make links and encourage pupils to use previous knowledge in approaching new work. They use a range of sources of information to enable the children to extend their knowledge and to build on previous learning.

OBJECTIVES.

1. To help all children develop an understanding of religion, faith and belief.
2. To enable children to learn about key religious leaders and their impact on our lives.
3. To develop children's knowledge and understanding of the growth, development and influence of Christianity and other world faiths on history, society and our lives today.
4. To develop children's knowledge, skills and understanding of religious education.

STRATEGIES.

1. We will begin the teaching of religious education in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by finding out about festivals and worship.
2. As the children move into Key Stage 1 they will build on their earlier work using the Agreed Syllabus as the guidelines for teaching and learning.
3. Strong links will be made with the teaching of English. Stories, plays and poems from the bible and other religious and moral sources will be shared with the children.
4. Religious Education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older, the children will learn about Christianity and at least one of the other major world faiths as set out in the Agreed Syllabus.
6. Art, design technology, drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt.

7. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the different faiths and beliefs, children will be encouraged to develop their feelings, 'empathy, and understanding for others.
9. Through their understanding of Religious Education, learners will be helped to develop an understanding of the British society in which they live.
10. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.
11. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of religious education.

OUTCOMES

Religious Education will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. It will be used to help young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilized debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

Assessment and Monitoring

The subject leader works alongside the SLT to monitor standards of teaching and learning at Cestria School. A structured cycle of planning and work scrutiny and observations, and pupil interviews provide information to judge the effectiveness of the subject as well as future development points.

Informal assessments occur via observation, individual, group and class discussions, questioning opportunities, marking of work and through assessment for learning recording sheets completed by children at the beginning and end of each topic.

AFL recording sheets have an overarching enquiry question linked to the topic. Teachers use information from this to plan appropriate lessons to build on children's RE knowledge. Lessons include: analysis skills, looking at primary sources and interpretation. Marking and feedback is related directly to the learning objectives which are shared with the children at the start of each lesson as a Bel (by the end of the lesson) with accompanying S2S (steps to success).

TO BE REVIEWED ANNUALLY