

# Anderton Primary School

## Religious Education Policy

Anderton Primary School is following the Lancashire Agreed Syllabus for Religious Education 2016 – ‘Searching for Meaning’ as instructed by the Lancashire Education Authority in order to meet the legal requirements for RE, as outlined in the Education Reform Act 1988.

Anderton Primary’s RE policy encompasses many aspects of the ‘Every One Matters in the classroom – a practice code for teachers of RE.’ Within the RE syllabus content we teach children to show respect for diversity and we promote equality.

### **Primary Aim at Anderton Primary School**

To ensure that every child has equal access to the full curriculum entitlement regardless of disability, religion, culture or ethnicity.

### **The Aims of RE at Anderton Primary School**

RE at Anderton Primary School will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Lancashire (published in 2016).

### **Within the framework of the law and the Agreed Syllabus, our aims in RE are:**

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know about and understand the beliefs and values and living religious traditions of some of the great religions of the world, particularly those represented in Lancashire and the UK. Among these religions, Christianity has a particular place, and is taught in three investigations in each year of the primary phase.
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in our school, the local and wider community of our region, and the country;
- to affirm each child in his / her own family tradition, religious or secular;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying the lived experiences and beliefs and values of the major world faith.

### **Context**

- The context of RE at Anderton Primary School is that of a semi - rural primary school, serving children in the age range 4-11.
- We are classed as a mono ethnic school but we welcome diversity, and we are sensitive to the home background of each child be it religious or non religious. We are glad to have the support of members of local faith communities in RE.
- We work to the Lancashire Agreed Syllabus.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

## **Time Allocation.**

The National Framework for RE (2004) recognises RE as a 'core' subject, required for all pupils. In order to deliver the aims and expected standards of the syllabus a minimum allocation of 5 % curriculum time for the teaching of RE is endorsed by the 2011 Agreed Syllabus. This endorsement is based upon the law and DfE and QCDA guidance. R.E may be provided in a 'whole block' or the time may be divided into smaller sessions, and may be delivered via a creative curriculum. However, over the whole year class teachers and the R.E subject leader endeavor to ensure that all children have equal access to the required amount of curriculum time. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

## **Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Lancashire Agreed Syllabus for RE and will be delivered as investigations each year. Each year group has a key question, and each investigation has a question as a starting point. Christianity is taught in three of the investigations and Islam and Hindu Dharma will be the two religions progressed throughout the school. The three religions not progressed (Buddhism, Judaism, Sikh Dharam) must appear as a minimum of one investigation over the two Key Stages. Please see appendix 1 for long term plan for the teaching of R.E, from Reception to Year 6. Foundation plans link to the Early Learning Goals.

All investigations are taken from the Non Statutory Scheme of Work and can be found on the RE section of the Lancashire Grid for Learning web site in the RE section under 'planning a unit of work'.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can take up some training opportunities and the RE subject leader can supply some introductory reading material for staff.

## **Teaching and Learning Styles**

Our policy is to aim to increase the use, in RE, of art, drama, thinking skills, speaking and listening activities, visits, visitors, posters, photos, DVD's, ICT use, display work and other active learning styles. This is in line with a creative curriculum, and whole school policy on teaching and learning. We recognise the importance of teaching to the attainment targets of the Agreed Syllabus in a balanced way (see section on 'Programmes of Study' in the Agreed Syllabus). Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organization will be determined by the learning task or activity and resources being used. All abilities should be catered for, including those children indentified with SEN and those who may be gifted and talented, to allow for differentiation in terms of content, context, resources, tasks, outcome and support.

## **Resources**

Resources are stored in the music room, and should be returned after use in tidy order. An inventory of all the available resources can be found with the resources. The school has invested in new books (including those for teacher subject knowledge), religious artifacts, CD-ROMs, E- books, picture packs and posters. Teaching staff also use the Internet and Espresso as a resource for whole class teaching (on smart board) and independent and group work. A selection of religious books can also be found in the school's library. Resources are shared and all staff, including visiting students, have equal access to all resources. It is the RE subject leader's responsibility for maintaining the RE resources and monitoring their use. Resources are purchased by the RE subject leader following general school ordering procedures. Staff are invited to suggest gaps in the resources for future spending. The purchase of resources is planned each year by the RE subject leader based on the budget bid from the main school budget.

## **Community Links**

In order to enhance RE further, it has been agreed that Reception, year 2 and year 4, and year 6 will visit places of worship linked to a religion they are studying or invite visiting speakers into school. These visits will be funded by school. RE displays and activities can be viewed on the school's website.

## **Assessment**

We report on pupils' progress and attainment in RE to parents. The Agreed Syllabus, provides descriptions of 8 levels of attainment. This will help guide the teachers' in the assessment process. At the end of each Key Stage, levels for Attainment Target 1(AT1 - learning about religion) and Attainment Target 2 (AT2 - learning from religion) are reported to SACRE. We will make comments on each child's progress in RE in end of year reports, based on regular monitoring of work with regard to the attainment targets of the Agreed Syllabus. We will transfer this information to new schools when pupils leave us.

## **Monitoring, Evaluation and Review**

Evaluation and monitoring is carried out to enhance the teaching and learning of RE within our school. It is the responsibility of staff to monitor and evaluate curriculum provision made for RE within the school, in order that all pupils make the greatest possible progress. Detailed evaluation is undertaken by the R.E subject leader. Evaluation may take place by the means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning, as seen in long term and medium term planning
- Discussion amongst groups of staff or the whole staff – both informally and formally at Curriculum Development meetings
- Classroom observations
- Monitoring of displays
- External advice

## **Self-Evaluation, RE and Inspection**

RE is evaluated in the relevant sections of the SEF.

The subject leader will maintain an active awareness of the strengths and weaknesses of the subject.

## **Equal Opportunities and Inclusion**

All children are provided with equal access to the RE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Whole school policy with regard to special needs, inclusion and differentiation applies to RE: teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational 'ability'.

## **Withdrawal**

We note the rights of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Please refer to the subject leader/head teacher any questions from parents about withdrawals.

Named subject leader: Rachel Norton-Smith

Date: October 2020

This policy has been adopted by the Governors in consultation with the RE subject leader and teaching staff.

Appendix 1

Whole school overview: Christianity 50%, Progressed Religions Islam and Hinduism.

All 6 faiths studied by the end of Key Stage 2.

		Christianity – The church	Christianity - God	Christianity - Jesus	Islam	Other religions	Other religions
R	Where do I belong?	Christianity The church What are the special places in our community?	Christianity God What are the important times in our community?	Christianity Jesus What builds/helps our community?	Islam How do we show that we belong? (Special clothes)	Sikhism Who are our neighbours?	Buddhism What helps our community? (caring for living things)
Y1	What do people say about God?	Christianity – The Church What do some people do because they believe in God?	Christianity God How do some people behave/feel because they believe in God?	Christianity Jesus What stories are told about God? Why are they told?	Islam Where is God?	Hinduism What is God like?	Judaism What do some people do because they believe in God?
Y2	How do we respond to the things that really matter?	Christianity The Church How and why is celebrating important in religion and worship.	Christianity God What do special stories teach worshippers and others?	Christianity Jesus Why do some people have religious rituals?	Islam Does worship have to happen in a special place at a certain time?	Hinduism Can worship help people remember what is important?	Buddhism How and why do symbols show us what is important in religion?
Y3	Who/ What should we follow?	Christianity The Church What makes a good leader?	Christianity God Who should we look up to?	Christianity Jesus What qualities make a good leader?	Islam Who has the x factor?	Hinduism What is expected of a person in following a religion or a belief?	Sikhism What qualities make a good leader?
Y4	How should we live our lives?	Christianity The Church Why are some occasions sacred to believers? (Eucharist)	Christianity God What lights our way? (Christmas)	Christianity Jesus What are we prepared to sacrifice/never sacrifice?	Islam What is expected of a person following a belief or religion? (Ramadan)	Hinduism What do the religions say about doing good?	Judaism How do religious families and communities practice their faith and what contributions does this make to local life?
Y5	Where can people find guidance about how to live our lives?	Christianity The Church – What guidance to follow?	Christianity God What different kind of writings and story are important to Christianity?	Christianity Jesus What do religious texts and teachings say about God and human lives?	Islam Should religious teachings affect our laws today?	Hinduism What can sacred stories tell us?	Buddhism What can stories teach us?
Y6	In what ways is life like a journey?	Christianity The Church What do we commit ourselves to on a journey?	Christianity God What is worth celebrating?	Christianity Jesus Can saying sorry change things?	Islam What should our attitudes be on our journey?	Hinduism Do we have to live our lives in a certain way?	Judaism How do religions make the 'signposts' and the 'turning points'

