



# Religious Education Policy

## Introduction

This policy reflects the values, ethos and philosophy of Greenside School in relation to the teaching of Religious Education. It provides guidance on content, planning, teaching and assessment.

The Religious Education Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

## Rationale

The aim of teaching Religious Education in the curriculum is based on the Hertfordshire Agreed. The syllabus aims to make an “important, although not exclusive, contribution to spiritual, moral and cultural development. The syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain” (DFE Circular 1/94 RE and Collective Worship).

## Aims

To enable pupils to have experiences which lead to an awareness and understanding of:

- the immediate environment
- themselves as individuals, living in a community of other people
- who also have feelings and emotions, joy and sadness, love, trust and security
- the numinous sense incorporating feelings of awe and wonder, a sense of communion with nature, divinity and the unknown
- To develop attitudes leading to the exercise of: curiosity; imagination; sensitivity to other people
- To develop the abilities and skills to: express and communicate their experiences and emotions through talking, writing, painting, music and movement
- listen to other people, stories, poetry, music and drama
- co-operate with other people in a variety of events and celebrations, such as birthdays, festivals and assemblies

## **Implementation**

At Greenside School the schemes of work developed by EQUALS is used to inform the medium term planning for the content and suggestions for teaching and learning activities.

In accordance with the Hertfordshire Agreed Syllabus, we ensure that our pupils encounter Christianity and at least one other religion at each Key Stage and all six principal religions through Key Stages 1 and 2 and again through Key Stages 3 and 4. In order to enhance our pupils learning, beginning in the Autumn Term 2011, we are piloting a 2 year rolling programme of focus weeks (one per term) to enable our pupils to encounter a wider range of experiences related to each main religion.

## **Equal Opportunities**

The Scheme of Work contains differentiated learning objectives. Teachers will provide any other adaptations, specific teaching techniques and specialist resources required to overcome individual pupils' barriers to learning. The entitlement of all pupils to a full curriculum is acknowledged.

## **Teaching and Organisation**

Individual class teachers are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

During the focus week, it is envisaged that classes will work with their "buddy class" for some activities, as well as participate in department / Key Stage / whole school activities.

Some RE lessons will be led by the subject leader for RE.

All members of staff are expected to instil appropriate values and moral behaviour by providing good role models.

In addition to following the Scheme of Work pupils are expected to:

- develop a sense of belonging to the school community
- develop a sense of self worth and the worth of others
- appreciate the needs of others
- gain experience of different cultures and religions
- appreciate appropriate values and moral behaviours

Children are given the opportunity to work as a class, as part of a group or as individuals. The learning task or activity, the nature of the topic being studied and the resources being used will determine the choice of class organisation.

Specific arrangements are made to support pupils with Autistic Spectrum Disorder (ASD), including use of pictorial timetables, opportunities to work in a distraction free environment as well as the deployment of strategies associated with TEEACH.

**Assessment**

Teachers must continually assess pupils' current understanding and knowledge in order to ensure that appropriate learning targets are set.

P level assessments will be made towards the end of each academic year for pupils in Key Stages 1, 2, 3 and 4.

**Record Keeping**

Records will be kept in line with school policy.

**Reporting**

Religious Education will be reported on in the end of year reports.

**Resources**

A range of resources to support the teaching of Religious Education and the Scheme of Work are available and stored centrally. These include artefacts, books, photographs and posters and music. Links with other subjects during the teaching of Religious Education gives access to a wide variety of cross curricular resources.

**Monitoring and Evaluation**

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Religious Education within the school, so that pupils make the greatest possible progress and enjoy the learning experience. Evaluation will be conducted according to the priority given to Religious Education within the School Development Plan. The subject leader is available for advice and will be responsible for aspects of monitoring and evaluation.

Ongoing evaluation has been built into the 2 year rolling programme of focus weeks.

**Review of the policy**

The policy will be reviewed annually by the Head and subject leader.