

## **1. Aims and Objectives**

**1.1** Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Perryfields Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

**1.2** Religious education should enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom and particularly in Sandwell;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom and thereby develop confidence in their own beliefs and values;
- Enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the ultimate questions of life raised by human experiences, and how religions can relate to them;
  - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating to their own understanding and experience;
  - reflecting positively to their own identity, beliefs, values and experiences in light of their study;
- Develop positive attitudes:
  - of respect towards other people who hold views and beliefs different from their own, and;
  - towards living in and contributing to an inclusive and caring community and society of diverse religions.

The basis of our Religious Education Policy is the Sandwell Agreed Syllabus Conference. The syllabus has three core elements which provide breadth and balance across the curriculum;

- a) Making sense of beliefs
- b) Making connections
- c) Understanding the impact

Planning of RE will be according to the school's planning procedures.

## **2. The legal position of religious education**

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at

school which promotes their spiritual, moral, social and cultural (SMSC) development. This policy sets out the framework in which Perryfields Primary School will ensure that this duty is met.

While meeting this duty, our school will also ensure that RE is:

- Of a high standard, where expectations are clear to pupils, parents, teachers and governors.
- Coherent and shows progression, particularly across the transition of the key stages.
- Contributing to the school's responsibility to promote community cohesion and high standards of achievement.

This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools – February 2010

### **Teaching and learning style**

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

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 discuss religious and moral issues using computers and work individually or in groups. Sometimes they prepare presentations and share these with other members of the school and parents in assemblies.

### **Differentiation**

We recognise the fact that all classes in our school have children of widely differing abilities, and 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, for example, by:

- setting common 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
- encouraging children of different abilities to work co-operatively

### **3. Teaching religious education to children with special educational needs**

At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

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, 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.

Intervention will lead to the creation of a Passport for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

#### **Pupils' Records of Work in RE**

Recording will take a variety of forms, including written accounts, diagrams, charts, models and photographs and through expressive arts such as drama, music, paintings and pictures. In responding to written work, teachers will mark in accordance with the school's marking policy.

#### **Cross Curricular Issues**

RE lends itself naturally to cross-curricular education as issues of awareness, understanding and tolerance of others underpin daily life in school. In Reception, we relate the RE aspects of the children's work to

the objectives set out in the Early Learning Goals. In Key Stages 1 and 2, R.E is a part of our thematic curriculum and can be reflected in Music, Geography, History, English, Art and Science.

Assemblies also demonstrate a cross-curricular approach.

### **Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

#### **4. Assessment and Recording**

Assessment will be based on the schemes of work being undertaken in RE using level descriptors located in the Sandwell Agreed Syllabus Conference document, and in line with the school's assessment policy. From year 2 onwards, children complete termly Kahoot assessments to assess their subject knowledge.

### **Resources**

Most resources for RE are kept in the resources room, but some that have been purchased for a particular year group are kept in that classroom. ICT resources can be located on the RE section on the school computer network.

### **Monitoring and Review**

RE is managed by the RE Subject Leader who is responsible for monitoring the delivery and standard of children's work in RE in accordance with school's monitoring policy and supporting colleagues in their teaching. Resources will be checked annually and updated when necessary. Purchase of artefacts will be ongoing depending on funds.

### **Equal Opportunities**

As with all subjects, it is necessary to ensure that 'every child should achieve his or her potential regardless of race, sex or creed'. In Religious Education, we should not only be ensuring that this stated aim is achieved, but positively encouraging it. In order to do this, we shall take care to provide the children with books and artefacts that reflect a varied mix of race, gender and disability.

### **Disability**

At Perryfields Primary School we aim to ensure that disabled children and adults have equal opportunities in life compared to non-disabled people.

This is achieved by putting in the appropriate level of support for pupils and staff with disabilities to ensure everyone is able to achieve their potential. We plan our extended day activities and trips to be physically accessible to all and where this is not possible; we will discuss alternative arrangements with pupils, staff and parents.

At Perryfields Primary School we encourage children and adults with disabilities to participate in work, social and all other activities of everyday life. We try to ensure that all pupils and adults take an active part in all aspects of school life, and ensure that all disabled pupils, staff, parents/carers and members of the community are welcomed and feel welcome in our school

### **Inclusion**

Perryfields Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. The curriculum in our school is designed to provide access and opportunity for all children. If it is necessary to adapt the curriculum to meet the needs of individual children, this will be done after consultation with pupils, staff and parents.

### **Visits and visitors**

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship or participate in the visit of a representative to their RE class.

### **Withdrawal**

We note the Human Right 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. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher.