

# **Uley CEVC Primary School**

## **Curriculum policy for Religious Education**

### **MISSION STATEMENT**

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

### **INTRODUCTION**

Religious education at Uley CEVC School is based on the Gloucestershire Agreed Syllabus for RE, fully integrated as part of the curriculum for all pupils.

### **AIMS**

The principal aim of religious education in Gloucestershire is:

‘to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development.’

(Glos Agreed Syllabus).

As outlined in the agreed syllabus for religious education, the aims of RE at Uley CEVC Primary School are to help pupils to develop their spiritual, moral and social selves by asking more philosophical questions, reflecting on their own experiences and holding positive attitudes towards other people.

It is not the purpose of school RE to nurture children within a faith; this is the role of parents and religious communities. School RE aims to be of educational value and interest to pupils of any or no religious belief.

### **TEACHING OBJECTIVES AND CURRICULUM ORGANISATION**

Over the course of their primary years, children will learn about religious concepts and values, practices and traditions. They will also consider their own beliefs and ideals, and reflect on their own experiences. They will have opportunities to think about the big questions of human existence, and to express their own ideas about these. Detailed objectives for Foundation Stage and Key Stages 1 and 2 are contained in

the Programme of Study for RE set out in the Agreed Syllabus; they cover both content objectives and a statement of the general characteristics, which promote reflection and response.

There are two Attainment Targets:

AT1: Learning about Religion.

AT2: Learning from Religion.

Reception: Units are taught thematically, where children begin to explore the world of religion in terms of special people, stories, times, places and objects.

Key Stage 1: The programme of study contains seven units. Each focuses on the exploration of a key question. Material is drawn from both Christianity and one other religion.

Key Stage 2: The programme of study contains nine units. Each focusing on the exploration of a key question. All nine units are delivered in relation to Christianity. The prescribed requirements for the three other religions of Islam, Judaism and Hinduism are built around selected aspects only.

## **TIME ALLOCATION**

RE is taught for approximately 1hr a week in order to achieve 1 – 2 topics a term. It is based within a rolling program for 2 years. (See appendix 1a.) This shows the long term curriculum plan for RE in key stages 1 and 2.

(The Dearing Review of the curriculum recommended that RE should be taught for 36 hours a year at Key Stage One and 45 hours a year at Key Stage Two. The Agreed Syllabus is based on an expectation that this will be the time allocated)

## **PLANNING CONTINUITY AND PROGRESSION**

- Class teachers will ensure that they are building on what children already know by consulting with the RE coordinator.
- They should also undertake activities at the beginning of a study unit that give them an idea of children's level of knowledge and understanding.
- Planning will be carried out with the help of the coordinator to make sure that children move forward in their understanding of RE concepts and development of RE skills as well as increasing their level of knowledge about religion.

## **TEACHING AND LEARNING IN RE**

The school encourages the use of the greatest possible range of teaching approaches in RE, as suggested in the Agreed Syllabus.

- Pupils learn about religions from a wide range of sources of information, including the local environment, artefacts, pictures, photographs and videos, books and buildings, and people talking about their experience of religions.
- Teaching includes the use of stories and poems, music, dance, drama, art and ICT as avenues for exploring human and religious experience.

- Pupils will have opportunities to express their learning and their own beliefs and ideas in a variety of ways, including written work, discussion and creative and imaginative work.

As taken from, ‘ the non – statutory guidance on RE,’ the success of learning from religion depends on teachers being able to use the subject confidently and also by using a questioning technique that effectively elicits responses from pupils and is flexible in working from target 1 and 2.

## **RESOURCES**

- The school’s RE resources are stored in a small library box. A resource folder is available with ideas for the different faiths we study.
- The RE coordinator holds lists of resources available for the teaching of each study unit, and can make these available to teachers at the beginning of each half term.
- Teacher information is available through the RE gateway websites [www.theresite.org.uk](http://www.theresite.org.uk) , [www.re-xs.ucsm.ac.uk](http://www.re-xs.ucsm.ac.uk) and [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

## **RE AND THE WIDER CURRICULUM**

There are clear links between RE and some other areas of the curriculum. Work in RE should give strong support to work in literacy, citizenship, PSHE and ICT. It also makes a major contribution to pupils’ spiritual, moral, social and cultural development. The school follows guidance in the Agreed Syllabus and QCA documentation to ensure that these links are fully utilised to the benefit of pupils’ progress in RE and the other areas concerned.

With the use of interactive whiteboards it is easier to access good websites with a view to finding more interactive sites and effective pictures to enhance learning. This helps to foster links with RE and ICT.

## **INCLUSION AND DIFFERENTIATION**

At Uley teachers aim to make work in RE relevant, interesting and of educational value to all pupils, whatever their religious or philosophical background. Lessons may provide opportunities for pupils and their parents to contribute from a particular faith standpoint where appropriate.

RE resources are chosen to reflect the global nature of many religious communities (e.g. Christians in Africa and Asia, Hindus in Britain as well as India etc).

In some religious contexts there are specific roles for men, women and children, and pupils will learn about such differences within and between religions.

Childrens’ needs are catered for in different ways. This includes making work more basic and extending other children through differentiated tasks.

## **HEALTH & SAFETY**

When trips are arranged to churches or other religious places, a risk assessment is arranged to ensure that the children are not put at risk.

## **SCHOOL AND COMMUNITY LINKS**

Uley CEVC Primary School has developed links with community members who can contribute to the success of the RE programme. These includes the local vicar and representatives from the local church.

Fieldwork has become an important part of the RE curriculum and pupils in both key stages visit the local church as part of their study.

## **ASSESSMENT, RECORDING AND REPORTING**

RE is assessed against the end of key stage descriptions in the Agreed Syllabus. These outline the standards of knowledge, understanding and skills pupils are expected to reach by the ends of Year 2 and Year 6. Teachers assess progress informally on the basis of pupils' oral and written work in class. A report on RE to parents is made every summer term.

## **REVIEW AND MONITORING**

The RE coordinator reviews standards and progress in RE. This is done in a variety of ways, which may include sampling pupils' work, monitoring teacher planning and evaluation of study units, discussion with pupils and observation of teaching. The purpose of the monitoring is to ensure consistency throughout the school in the provision, teaching and resourcing of RE, and to provide additional support and guidance where needed.

## **PROFESSIONAL DEVELOPMENT**

The coordinator and other members of staff are able to attend courses on aspects of RE to develop their ability to teach the subject effectively.

## **RIGHT OF WITHDRAWAL**

Parents have the legal right to request that their children should be withdrawn from all or any part of RE. It is the school's responsibility to supervise any pupil who is withdrawn from RE and arrangements for this depend on the age and stage of the child concerned (e.g. they work in the library area/ they do another piece of work at the back of the room while the class is engaged on an RE task/ they work independently in the classroom of another teacher etc).

The school's procedure for such requests is that parents should write or make an appointment to meet either the head teacher, the RE coordinator or the curriculum governor.

Teachers, including the head teacher, similarly have the right to withdraw from teaching RE. This right dates back to the time when RE was Religious *Instruction*, not Religious Education, and the nature of RE today should make it unnecessary for any teacher to withdraw on grounds of conscience. However if a

colleague feels unable, because of their own religious beliefs, to carry out their professional responsibilities with regard to RE, they should (discuss this with the head teacher/ discuss this with the RE coordinator/ put a request in writing to the Chair of the governing body etc)

## **RE AND COLLECTIVE WORSHIP**

RE is a curriculum subject. Its aims and objectives are different from those that apply to collective worship. There may be some links in content between the two (e.g. when a religious story is told) but collective worship is not part of the teaching day, and cannot be used to deliver the RE curriculum since it has a different purpose. There may be times when RE and collective worship support each other (e.g. festivals such as Christmas and Easter) but they cannot be substituted for one another – so a class assembly should not be seen as the RE lesson for any given week. At Uley CEVC Primary school, there is a different sort of assembly each day. Within this time, the children will have opportunity to reflect in the form of a prayer, song or a quiet time. Christian themes for collective worship are based on the Diocese ‘Values for Life’ programme.

**Reviewed: Aut 2008**  
**Reviewed: Aut 2011**  
**Next Review: Aut 2014**