



Religious Education Policy

Alexandra Infants' School
Coordinator: Miss Thompson

Alexandra Junior School
Coordinator: Miss C Vernon

Introduction

At Alexandra Infants' and Junior 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 Islam, Judaism and 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.

At Alexandra Infants and Junior School, Religious Education plays an important part, in association with other subjects, in promoting the spiritual, moral, social and cultural development.

Both schools follow the agreed syllabus for Religious Education 2016-2021 which states 'The principal aim for RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.' (Stoke On Trent Agreed Syllabus 2016-2021 Pg 6)

Alexandra Schools understand that every child has the right to an education (as in accordance in with UNCRC article 28). The teaching of Religious Education will fulfil the children's rights.

The aims of RE

Our principal aims for RE are to enable children to:

1. Know about and understand a range of religions and worldviews
2. Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
3. Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principles religions represented in Great Britain.
4. Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

5. Enhance their spiritual, moral, social and cultural development by developing an awareness of the fundamental questions of life.

The aims can be found in detail in the Agreed syllabus set out by Stoke on Trent on page 7 of the syllabus.

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, Eid-ul-Fitr, Diwali and Passover to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

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);
- 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.
- The use of stories in Early Years and Key Stage One is of prime importance.
- Allowing the children to work in a range of ways i.e. group work, class discussions, class drama activities, visits to places of worship, visiting speakers.

RE is taught for a minimum of one hour a week, each half term or term a learning question is set and explored. See Long Term Plan or Implementation and Intent documents for more information.

For further details of a KS2 approach please see the Intent and Implementation document.

RE in the Foundation Stage

Children in the foundation stage are taught RE in accordance with the Stoke-On-Trent Agreed Syllabus 2016-2021. Within the foundation stage, they have six key questions to cover over the year that fit in the strands; Believing, Expressing and Living.

The six questions are:

- F1 Which stories are special and why?
- F2 Which people are special and why?
- F3 Which places are special and why?
- F4 Which times are special and why?
- F5 Where do we belong?
- F6 What is special about our world and why?

The four areas of learning within the Early Learning Goals Framework, which most closely relate to RE are:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design

Planning

We plan our Religious Education curriculum in accordance with the Stoke-on-Trent's LA's Agreed Syllabus. We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the

planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

In KS1, we carry out the curriculum planning in Religious Education in three phases - a long term plan, a medium term plan and a weekly afternoon plan. The long term plan has been created by the Coordinator which outlines which units are to be taught in each year group and in which term (some flexibility is given to allow units to be swapped as long as every unit is taught, in KS1 - Unit 1.6 must be taught when it is stated in the long term plan. The medium term plan gives a detailed breakdown of the unit into the lessons for the half term/term. These medium term plans are formed from the Agreed Syllabus - the unit is broken down into a series of questions. The class teacher then uses the medium term planning to inform weekly planning which must clearly show the lesson question and success criteria. These individual plans must be kept as they may be needed during an informal discussion with the RE subject leader.

In KS2, we carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan has been provided by the Coordinator which outlines the units to be taught throughout the year (flexibility is given to allow units to be swapped as long as every unit is taught)

The medium-term plans give details of each unit of work for each term can be found in each classroom and are taken from the Agreed syllabus.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. They keep these individual plans and may discuss them on an informal basis with the RE subject leader.

Assessment

In EYFS, any RE work that takes place will be recorded on Tapestry and evidenced within the tracking books. Discussion is a key part of assessment within the foundation stage, children's responses will also be recorded.

In KS1, formative assessment is carried out throughout the lessons with children's responses being noted down and any work produced is kept. Class discussions are recorded on class lists or on the IWB slides. At the end of each lesson, an assessment sheet is completed where the children's initials are placed

on a grid to show whether they are exceeding, expected or emerging for that question. The lesson assessments are then used when completing an end of unit assessment sheet.

In **KS2**, the children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. For each lesson, there will be a knowledge learning objective and a skill learning objective. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Inclusion

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed

more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality policy and scheme; Able and Talented; English as an Additional Language (EAL).

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

This policy will be reviewed annually.

This policy will next be reviewed in 2021.