

A Beacon Of Hope On The Hill; A Small School Making A Big Difference

DUNDRY CHURCH OF ENGLAND PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

This policy should be taken and used as part of Dundry Church of England school's overall strategy and implementation within the context of our vision, instrument of government aims and values as a Church of England school.

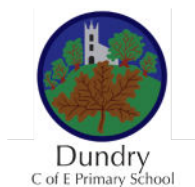
Rationale

To provide all children with Religious Education in accordance with the aims of the school and following the recommendations of the Diocesan Board of Education and also in accordance with the 1988 Education Reform Act. Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus. We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. It is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide knowledge of their own and other's beliefs.

Aims

The following aims of religious education reflect a broad consensus about the subject's rationale and purpose. Religious Education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and other principle religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions in Great Britain;
- enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
 - reflecting on their own beliefs, values and experiences in the light of their study.
 - 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;
 - to enable pupils to understand the nature of religion and what it would mean to take a religion seriously.



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Planning and Delivery

R.E. will be taught as a subject in its own right, to help address and teach cross-curricular themes of PSED and multicultural education in order to assist pupils in respect of their own beliefs, attitudes and values; and to encourage them to appreciate and respect the life stances of others.

Implementation is by a whole school approach to R.E. using schemes of work which reflect and follow the guidelines and programmes of study as set out in the syllabus, Awareness, Mystery and Value. This complies with the statutory requirements of the National Curriculum so that R.E. is given 'equal standing' with the core subjects. The scheme will provide for continuity and progression, attempting to ensure the children's knowledge, skills and understanding in R.E. develop throughout the seven years at Dundry School.

Provision is made to ensure that all pupils have equal access to the curriculum, facilitating the learning of **ALL** pupils regardless of gender and cultural background.

Where appropriate R.E. topics are closely linked with the integrated classroom topic work, otherwise, explicit R.E. topics are identified. Three termly topics are provided for each year group plus Christmas and Easter.

R.E. is presented using ideas and methodology which provoke interest and lively responses and which appeal to the senses. A balance between Christianity and other world faiths is provided and members of faith communities will be invited into school to support learning.

The Religious Education curriculum is based on two Attainments Targets:

1. - Learning about Religion & Belief and Human Experience (Knowledge & Understanding of the World)

This includes the ability to:

- reflect on aspects of human nature, identity, personality and experience especially in the light of one's own belief and experience;
- identify and respond to ultimate questions about the nature and purpose of life on earth; talk about what they might understand by God; respond to experiences with awe and wonder; grow in awareness of a deep underlying sense of mystery; etc.
- give an informal and considered response to religious and moral issues.

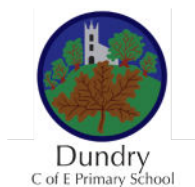
2. - Learning from Religion & Belief (PSED)

This includes the ability to:

- identify, name, describe and give accounts in order to build a coherent picture of religious beliefs about the spiritual dimensions of life;
- explain similarities and differences between, and within, religious practices and lifestyles;
- explain the meaning of religious language, story and symbolism.

Sufficient time-tabled time is given to RE as a discrete subject. The following minimum hours should be devoted to religious education:

- Key Stage 1: 36 hours per year;



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- Key Stage 2: 45 hours per year.

The Religious Education curriculum will provide opportunities for children to develop the following skills and attitudes:

Skills:

Investigation, Empathy, Synthesis, Interpretation, Evaluation, Application, Reflection, Analysis, Expression and self-understanding.

Attitudes:

Commitment, Fairness, Respect, Self-understanding, Enquiry and Curiosity.

Progression

Each of the above attainment targets have been expanded into progressive steps in development across the key stages, paralleling the 'levels' of the National Curriculum subjects. These Steps (levels) in progression define the process of learning in Religious Education and form the basis of the framework of assessing, recording and reporting pupils' achievements.

Resources

A central resource area is provided in school to support the scheme of work. There are resources including: books, posters and other printed material and artefacts to encourage and support the pupils, and to promote independent learning. All pupils have equitable access to computing facilities. The range of available resources supports the development of the pupils' investigative and enquiry skills.

Visits to the classroom by members of faith communities, the clergy, parents and others with the ability to relate to, and communicate effectively with the pupils, is encouraged at Dundry as this helps to make relevant contributions to the RE programme, enrich lessons and enhance the pupils' interest and learning.

Teachers extend the pupils' learning beyond the classroom, for example, through visits to places of worship and attendance at Christian celebrations.

The pupils at Dundry have opportunities to apply the lessons learned in R.E. and become aware of their relevance, through their practical involvement with the local and wider community.

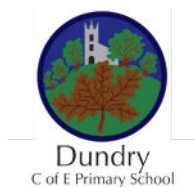
Monitoring, Evaluation, Assessment, Recording and Reporting

The Steps in Progression (levels) offer a framework or skeleton which will enable us to develop a corporate understanding of what we mean by progress in Religious Education. Through practice, it is possible to exemplify these standards through the work which pupils engage in.

The levels are broad, inclusive statements of progress, representing substantial gains in learning. As such it is not always possible to assign a particular 'level' or step to a single piece of work. At Dundry we collect work samples from a complete unit of work that demonstrates a child is working at a certain level.

The intended use of these levels is:

- to help pitch objectives for units of work;



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- to help identify in words (in comments on pupils' work, and in reports to parents) what they have achieved, what they are able to do and what they might try to do next;
- to identify retrospectively, on the basis of all the work done over a period of time, what level they have reached.

Pupils at Dundry should always be informed, as far as possible, of the learning objectives for the unit of work they are engaged in.

How assessment is planned at Dundry

Effective assessment requires a clear statement of aims for the scheme of work as a whole, and the identification of learning objectives for each unit of work in Awareness, Mystery and Values. Objectives for each unit are coherent, realistic, and achievable. Short, clearly focused units are therefore preferable to long complex ones.

- The planned activities and experiences found in the scheme of work will enable pupils to meet each of the learning objectives. Included are a range of tasks which will give all pupils an opportunity to achieve. The weight or emphasis which is given to each Attainment Target may vary within individual units.
- The objectives are shared with the children wherever possible and pupils at Dundry are given feedback on their attainment in relation to the learning objectives.
- Any variation in achievement across the Attainment Targets, either individual or class, informs planning and target-setting.

When assessment takes place

- Children are given credit for achievement whenever it is demonstrated, whether informally or through planned activities.
- Each unit of work provides information about children's attainment. Any classroom activity can be seen as an assessment opportunity, though not necessarily for all pupils at the same time.
- There is also a place for end of unit assessment.

How achievement is recorded at Dundry

- We record achievement against the selected learning objectives in accordance with school policy and practice. This may be as simple as 'working towards', 'achieved', 'excellent' and 'insufficient evidence' (for example, if a pupil has been absent for a substantial part of the unit). We find it is useful to keep some examples of children's work and to note relevant observations as supporting evidence.
- At the end of the year, we match the evidence for each child against the *Steps in Progression* to get a 'best-fit' picture in each Attainment Target. It is not appropriate, as indicated above, to assign a 'level' to a single piece of work or to the outcome of one unit of work.

Parents/Governors/Diocesan Liaison and Local Community issues

As a Church of England School within the Parish of Dundry, and the Diocese of Bath & Wells, pupils enjoy the close links provided by both. The Chair of Governors and the incumbent of Dundry have a specific roles and responsibility towards the monitoring of Religious Education taking place and support is available from the Diocese through allocated link advisors. The school Ethos Statement and distinctive nature of this Church of England school is clearly documented and all staff are given detailed guidance on procedures and



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the delivery of the RE syllabus as set out in the Scheme of Work. The Education Reform Act 1988 makes provision for pupils and teachers to withdraw from R.E. Those wishing to exercise this right are asked to express their wish in writing to the Headteacher.

The Role of the R.E. Leader

The R.E. Leaders at Dundry is responsible for;

- The production of the R.E. policy
- The organisation of the resources
- Keeping up to date with developments in R.E.
- Advising and assisting with planning, progression, assessment, record-keeping and reporting
- Encouraging good classroom practice and high standards throughout the school
- Leading in-service training and staff discussions
- Encourage participation in competitions where available
- Keeping parents and governors informed
- Providing advice and support for new staff and students
- Ensuring that the needs of R.E. are reflected in the School Development Plan
- Monitoring the curriculum

To be reviewed bi-annually