Ursula Taylor Church of England Primary School

**Religious Education Policy**

 Subject Leader: Jonathan Burton

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**1. Introduction and Mission Statement**

At Ursula Taylor Church of England Primary School we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement and ensure that we prepare our children for the opportunities, responsibilities and experiences of later life.

The purposes of this policy are to:

* help ensure that we recognise and support the needs of all our children and that we provide essential knowledge, skills and understanding that they need, to be educated citizens.
* provide detail and information relating to the subject of Religious Education.

At UTS we promote a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians. We recognise that the personal development of pupils, spiritually, morally, socially, culturally and physically, plays a significant part in their ability to learn and achieve. We champion the importance of Christian, Human and British Values, placing them at the heart of our Ethos and treating them like a ‘Golden Thread’ that runs throughout our school.

Mission Statement:

We provide a caring and happy community where everyone is valued and given the opportunity to strive for the very best.

A community where a golden thread of Christian Beliefs and practice weaves through everything we do.

We recognise and cherish each individuals’ talents and encourage their aspirations by providing a stimulating environment, grounded in Christian values. Laying the foundations for their life journey.

Through an inspirational creative curriculum children are motivated to take ownership of their learning and aim for excellence.

**2. Aims**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Ursula Taylor Church of England Primary School we develop the children’s knowledge and understanding of the major world faiths, and we address the fundamental questions in life. 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. We encourage respect for people of all faiths and for those with no faith.

The aims of religious education are to:

* foster a positive attitude and enthusiasm for Religious Education;
* ensure that a child’s education is set within a context that is meaningful and appropriate to their age, aptitude and background;
* fulfil the requirements of the Bedfordshire Religious Education Syllabus and Understanding Christianity Scheme of Work
* link Religious Education with our Creative Curriculum, providing children with an engaging, motivating, challenging and inspirational curriculum experience;
* develop an awareness of spiritual and moral issues in life experiences;
* develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
* develop an understanding of what it means to be committed to a religious tradition;
* help children to be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
* develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
* develop investigative and research skills and to enable children to make reasoned judgements about religious issues;
* help children have respect for other peoples’ views and to celebrate the diversity in society.

**3. Curriculum and Planning**

We plan our Religious Education curriculum in accordance with Bedfordshire’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.

We carry out the curriculum planning in Religious Education in two phases (long-term and medium-term). The long-term plan maps the Religious Education topics studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term. We carry out the medium-term planning on a two-year rotation cycle in Key Stage 2. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics. In Key Stage 1 we have set yearly units for Years 1 and 2.

The class teacher writes the plans for each lesson and lists the specific learning objectives, which include the success criteria for that lesson. S/he keeps these individual plans and can discuss them on an informal basis with the RE subject leader.

In Reception classes, religious education is an integral part of the topic work covered during the year. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children’s work to the objectives set out in the Development Matters and the Early Learning Goals which underpin the curriculum planning for children aged three to five.

**4. Assessment and Monitoring**

We assess children’s work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary following Attainment Targets 1 and 2. We are using the Understanding Christianity Key areas of learning to assess children’s attainment against. E.g. We determine on an informal week by week basis if a child has achieved the learning goal.

The RE subject leader is responsible for monitoring the standards of the children’s work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

**5. Resourcing**

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store. Bibles are available for both key stages and we have a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books to support the children’s individual research.

**6. Equal Opportunities / Inclusion**

In Religious Education all Teachers should set high expectations for every child. They should plan challenging work for children whose attainment is significantly above the expected standard (more able). They have an obligation to plan lessons for children who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should set all children targets which are deliberately ambitious (Primary National Curriculum 2014).

All children at UTPS take part in RE lessons at the current time. We have the option for parents to ‘opt out’ should they choose to do so. This decision is taken through discussion with the Headteacher if required.

**7. Governance**

The named Foundation Governors, with responsibility for Religious Education, are: Wenceslas Gatarabirwa, Jennie Jepps and Stephen Liley (Incumbent) The Governors will regularly liaise with the RE subject leader and provide feedback to the whole governing body, raising any issues that require discussion.

Policy to be review March 2018 (In readiness for 1st Year 6 cohort)