



WHOLE SCHOOL GUIDANCE FOR RELIGIOUS EDUCATION

MISSION STATEMENT

In our school we work with parents and our community in order to provide a high quality education for our children within a happy, caring, Christian environment.

INTRODUCTION

This guidance is based upon the Lincolnshire Agreed Syllabus for RE 2012 and is in accordance with the Education Reform Act 1988 Section 8 (3). This states that we must reflect the fact that the religious traditions of Great Britain are mainly Christian, but must take account of teaching and practices of the other principal religions represented in Britain.

This school is voluntary aided and as such has close links with St Helen's Church, Lea; St Mary's Church, Knaith; All Saints' Church, Upton and St Helen's Church, Gate Burton. School links with each church have been strengthened and special relationships formed.

We help pupils to appreciate British values such as respect for those of different faiths. Each term we focus on a different value and we discuss and celebrate these collectively in worship. These values are reinforced and referred to in lessons.

RATIONALE

Religious Education provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn about and from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It encourages pupils to develop their sense of identity and belonging.

The Agreed Syllabus uses core concepts:

Celebration

The concept of Celebration is about worship, commemoration, festival, and life events for the individual, family or community, in religious contexts, local, national and international.

Religious Beliefs and Lifestyle

The concept of Religious Belief and Lifestyle is about the ways in which behaviour is related to beliefs and values, e.g. links between faith and ethics.

The Sacred

The concept of The Sacred is about that which is set apart and special within religions as holy or sacred, e.g. times, places, activities, people, objects and artefacts.

Authority

The concept of Authority is about the sources to which people turn when seeking guidance, e.g. written scripture, faith traditions, revealed sources, key figures and events, ways of interpreting authorities.



'Being different, Belonging together'

The concept of **Ultimate Questions** is woven into the syllabus as a whole and encompasses:

- Questions raised by reflecting on life experiences e.g. feelings, qualities, virtues, concerns
- The way in which religions approach such questions and answers they provide
- The way in which such questions provide opportunities for people to make and respond to meanings associated with life experiences

CURRICULUM TIME

In order to deliver the aims and objectives of the syllabus, as recommended by SACRE, curriculum time allocated is as follows:

KS1: 36 hours per year

KS2: 45 hours per year

Our long term overview gives details of each unit of work for each term, for each key stage. It has been produced in light of the 2012 Lincolnshire Agreed Syllabus for Religious Education.

THE AGREED SYLLABUS

Aims

These two attainment targets are interlinked and dependent on each other:

- To learn about religion and explore human experience (Target 1)
- To learn from religion and respond to human experience (Target 2)

Skills

Progress in RE is dependent on the application of general educational skills and processes which in turn will themselves be strengthened through this application:

- Investigating
- Application
- Reflecting
- Expressing
- Empathising
- Interpreting
- Discerning
- Analysing
- Synthesising
- Evaluating

Attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life.

- Commitment
- Fairness
- Respect
- Self-understanding
- Enquiry



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EARLY YEARS FOUNDATION STAGE

The Education Reform Act stipulates that Religious Education is compulsory for all children, including those in Reception class. We teach Religious Education in reception classes as 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 side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Religious Education makes a significant contribution to the ELG objectives giving children opportunities to help them to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture.

IMPLEMENTATION

The children at this school study the Religious Education curriculum in Reception, KS1 and KS2 via the Programmes of Study and the Schemes of Work in the Agreed Syllabus. They do this by class teaching, discussion, written work, drama, music and art. They have access to a variety of resources, posters, books, ICT, audio visual aids and photocopyable materials for use by individuals, groups and for whole class teaching.

The special relationship with the four churches is valued and all children visit the churches as part of the curriculum, and from time to time participate in local religious celebrations and activities. Visits are also made to Lincoln Cathedral to participate in workshops and school festivals, to experience the wonder of worship in the largest place of worship in Lincolnshire.

Pupils will be offered a range of multi media, stories, photographs, artefacts and visits to enlarge their experience of world religions and alternative cultural customs, celebrations and observances.

Lives and roles of important religious leaders and followers of particular religions will be studied and visiting speakers from religious denomination, charities and professional 'carers' from the community (fire service, police, nurses etc) will be welcome.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

All activities will be planned so as to ensure an equal access, interest and participation level for both boys and girls; children of differing abilities, including SEN; children with disabilities and children of different cultural backgrounds.

Teachers should be aware of the abilities of all children, and skill and enthusiasm must be encouraged and developed in the more able child. Teachers will differentiate questions and activities to allow for further progression and challenge. Please also refer to the school's Gifted and Talented Policy.

Teachers will be aware of cross-curricular links offered by religious education i.e. with PSHE, geography, art, drama, dance, history etc.



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ASSESSMENT

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."
Principles of Assessment for Learning 1998

The teacher plans teaching and learning strategies to deliver relevant programme areas from the agreed syllabus. The key indicators of attainment in RE are contained in the two attainment targets, **AT1** (Learning about religion and exploring human experience) and **AT2** (Learning from religion and responding to human experience).

This school currently uses the Lincolnshire Agreed Syllabus' 'Eight Level Scale' to inform expectations of achievement.

Pupils in KS1 will be working from levels 1 to 3, and most will achieve level 2 at the end of the key stage. Pupils in KS2 will be working from levels 2 to 5, and most will achieve level 4 at the end of the key stage.

An annual report on the attainment and progress of each child in religious education is provided for parents at the end of each academic year.

ROLES AND RESPONSIBILITIES

The Religious Education Subject Leader will be expected to:

- Lead by example in the way they teach in their own classroom.
- Prepare organise and lead INSET, with the support of Head Teacher and Senior Teacher.
- Monitor teaching and learning of Religious Education by monitoring lesson plans from time to time, with a view for identifying the support they need.
- Carry out work scrutiny and ask for samples of children's work and carry out pupil's interviews to check understanding.
- Look at assessment files to ascertain what level children are at.
- Discuss the progress of Religious Education regularly with the Head Teacher and Governor for Religious Education.

WITHDRAWAL FROM RE

The Education Reform Act allows parents to withdraw their child from Religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. School will ensure parents who may wish to do this are aware of the RE syllabus, with a view to discussing any concerns they may have. We ask parents to set alternative work for their child during RE lessons about their own religion or belief.

REVIEW

This guidance is monitored by the governing body and was reviewed by the Curriculum and Standards Committee. It was agreed by the full Governing Body in **July 2015**. It will be reviewed during **July 2018** or earlier if necessary.