



## Religious Education

<b>Intent:</b>	<p>What we expect children to learn at Acklam Whin Primary School</p> <p>RE at Acklam Whin Primary School will be provided in line with the legal requirements. These are that:</p> <ul style="list-style-type: none"> <li>• the basic curriculum will include provision for religious education for all pupils on the school roll;</li> <li>• the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;</li> <li>• the RE which is provided shall be in accordance with the locally agreed syllabus for Middlesbrough.</li> </ul> <p>Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:</p> <ul style="list-style-type: none"> <li>• acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;</li> <li>• develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;</li> <li>• develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;</li> <li>• enhance their spiritual, moral, social and cultural development by: <ul style="list-style-type: none"> <li>-developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;</li> <li>-responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;</li> <li>-reflecting on their own beliefs, values and experiences in the light of their study;</li> </ul> </li> <li>• develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.</li> </ul> <p>The context of RE at Acklam Whin Primary school is that of a large urban primary school, serving children in the age range 3-11. We work to the Middlesbrough Agreed Syllabus. We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local faith communities in RE and in general. We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.</p>
<b>Implementation</b>	<p><b>How we realise our intent in terms of a working framework.</b></p> <p>The National Framework for RE (DFES 2004) recognizes RE as a 'core' subject, required for all pupils. The Dearing Review of the Curriculum (1996) recommended a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation endorsed by the Middlesbrough Agreed Syllabus. The time allocated at Acklam Whin Primary School will be 36 hours per year at Key Stage</p>

One and 45 hours per year at Key Stage Two. RE will form part of the planning in the EYFS; although there is no specific time allocation it is expected that there will be approximately 20 minutes per week of teacher input. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus. RE will be based around termly themes or cross curricular units in Key Stage One, where Christianity, Islam and Hinduism will be the major religions studied. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to other religions, Judaism and Buddhism in years 3 and 4, and Sikhism and Humanism in years 5 and 6.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can attend the briefing sessions to increase their knowledge.

OFSTED reports suggest that the range of teaching and learning strategies in use in RE is often too narrow, in the overuse of stories and a limited range of drawing and written tasks. Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognize the importance of teaching to the attainment targets of the Agreed Syllabus in a balanced way.

Resources are stored in a central location and should be returned after use. The school has invested in new books, religious artefacts, video, picture packs and posters, and staff may need to familiarise themselves with the new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. Teachers may choose to use these in RE. There is a range of RE 'big books' which can be used across the age range as well. Staff are invited to suggest gaps in the resources for future spending.

We are able to visit St Margret's of Scotland in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We shall aim to use this valuable resource for all classes.

Whole school policy with regard to special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational 'ability'.

<p><b>Impact</b></p>	<p><b>Impact: the effect of teaching RE for our children and how we measure their learning in history at Acklam Whin.</b></p> <p>We report on pupils' progress and attainment in RE to parents, as required by law. The Agreed Syllabus provides descriptions of 8 levels of attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We will make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work with regard to the attainment targets of the Agreed Syllabus. We will transfer this information to new schools when pupils leave us. Add in information about expectations for assessments in each year group, refer to the assessment book in the support materials to guide this part of your policy. Assessments should use the 'skills ladder' and 'I can' statements to identify next steps in pupils' learning.</p> <p>A folder of examples of pupils' work, which is designed to help teachers make judgments about attainment and progress, is available. Staff are asked to add to it copies of pupils' work that provide clear evidence of achievement. This approach to exemplifying standards aims to clarify our understanding of what makes for quality in learning about religions and learning from religions.</p> <p>We intend that this policy should operate for the next 5 years, and then be fully reviewed by all staff and governors. To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to return a copy of the medium term plan for RE, or plan of the theme with RE highlighted, to the coordinator each term. The coordinator's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in readiness for inspection.</p> <p>RE and Inspection The subject leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self-evaluation and review.</p> <p>We use the transition unit provided by the Agreed Syllabus, and provide the schools our pupils move on to with a simple statement of the religions and topics they have been studying as part of their transition information.</p>
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