



***Working and learning together for success***

## **Sarisbury Church of England Junior School**

### **Religious Education Policy Statement October 2012**

Living Difference confirms our commitment to an education that values religious and cultural diversity. It seeks to empower our pupils and address their responsibilities within the communities we serve.

It is intended to provide the basis of effective teaching and learning in religious education and, as a result, enhance understanding and collaboration across the diversity of belief and practice within our local communities and the wider world.

# Sarisbury Church of England Junior School

## **Purpose**

This policy defines Sarisbury Church of England Junior School's expectations for the teaching and learning of R.E. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Living Difference, the LA's Agreed Syllabus and it meets all the requirements set out in that document.

## **Related documents**

Vision Statement  
Policy for Learning  
Policy for Teaching  
Policy for Marking  
Policy for Collective Worship  
Policy for Equal Opportunities  
Policy for Race and Equality  
Policy for Citizenship  
Policy for P.S.H.E  
Policy for Assessment

Sarisbury Church of England Junior School, in accordance with the 1996 Education Reform Act, provides Religious Education for all pupils at the school. Religious Education is taught in accordance with a locally agreed syllabus from Hampshire, Portsmouth and Southampton called **Living Difference**. At Sarisbury Church of England 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 of Christianity and other world religions. 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 and about religions.

## **Withdrawal from Religious Education**

Parents have the right to withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject, but only after they have given notification to the governing body.

## **Our Aims**

***The aims of Religious Education are drawn from the Hampshire Agreed Syllabus and at Sarisbury CE Junior School we aim to:***

1. Acquire and develop knowledge and understanding of Christianity, Hinduism and Islam.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

4. Enhance their spiritual, moral, cultural and social development by:
  - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them;
  - Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study.
5. Develop respect for other people's right to hold different beliefs.
6. Develop a positive attitude towards living in a society of diverse religions.

As we are a church controlled school, we will partake in celebratory services at St. Paul's Church throughout the year and create opportunities to meet with the incumbent clergy and congregation.

### **Our Strategies**

***At Sarisbury CE Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in studying R.E. by providing:***

- Material drawn from 3 major religions - Christianity, Islam and Hinduism. In line with the Hampshire Agreed Syllabus 'Living Difference' 2010 the teaching of religions will reflect the fact that the religious traditions in Great Britain are in the main Christian.
- Planning around generic and some religion specific concepts such as pilgrimage, symbolism and resurrection. Links to Literacy and other foundation subjects will be made where appropriate.
- A variety of resources to be used, including books, artefacts, posters, DVDs, photos and people from local faith traditions.
- The opportunity to respond to material in a variety of ways. This may be through: poems, stories, speaking and listening activities, recounts, reports on visits, art work, drama, discussions and displays.
- 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;

grouping the children by ability in the room and setting different tasks for each ability group;

providing resources of different complexity, adapted to the ability of the child;

providing resources that aid writing and reading skills in order to respond appropriately;

using classroom assistants where appropriate to support the work of individuals or groups of children.

## **Assessment, Record Keeping and Reporting**

***In order to ensure continuity, progression and high standards of achievement in R.E. assessment for every child will include:***

- Teachers will formatively assess through observations, through written work and dialogue with children. In each unit, one step of the cycle will be assessed. The school's SICE system is used to assess pupils against level statements.
- A summative assessment of each child's progress over the year, involving each step of the concept cycle, will be provided in their end of year report.
- Children's achievement in R.E. will be matched against NC level descriptors (Level 2 – simply describe... Level 3 – describe..... Level 4 – explain...)

## **Our R.E. Manager**

***The members of staff responsible for the management and development of R.E throughout the school from September 2011 will be Lynn Hart and Philippa Green.***

***Their responsibilities are to:***

- Seek to enthuse pupils and staff about R.E. and promote high standards of achievement and high quality provision.
- Advise and support Year 3 staff in the planning, delivery and assessment of R.E.
- Plan, deliver and assess Years 4-6 R.E. provision.
- Manage and develop resources for R.E.
- Ensure assessment tasks allow for children to demonstrate their abilities in R.E.
- Monitor and evaluate R.E. throughout the school.
- Keep up to date with current developments by attending courses, liaising with colleagues across from other schools within the diocese, and use this as a basis for staff development activities.
- To ensure all teaching staff teach R.E. according to the planning and relevant time allocations.

## **Our Success Criteria**

We expect 80% of our children to attain standards in line with or above those stated in the NC level descriptors.