

## R.E. POLICY 2023-24

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### **Policy Statement**

It is a legal requirement that all registered pupils within maintained schools receive a basic curriculum that comprises of a Religious Education Programme. The 1988 Education Act states that the implementation of Religious Education is to be determined by the Local Education Authority.

Religious Education taught in Paget Primary School is therefore in accordance with the Birmingham Agreed Syllabus for Religious Education (2022).

Teaching will reflect the fact that Christianity is the main religious tradition in Great Britain, but will also include the teaching and practices of other major religions in this country.

Parents retain the right to request that their children be wholly or partly withdrawn from Religious Education. In such cases the school retains responsibility for the pupils' health and safety but does not have to provide alternative work for them. In such cases children should be placed in an alternative classroom. A discussion with the parents about why they wish to withdraw their children is encouraged.

### **Aims**

Our aims for the delivery of Religious Education are those in the Agreed Syllabus. This states that Religious Education aims at spiritual, moral, cultural, mental and physical development and prepares pupils for a future in society by:

- Learning from Experience
- Learning about Religious Traditions and Non-Religious Worldviews
- Learning from Faith and Non-Religious Worldviews
- Learning to Discern

The development is focussed on:

A. Pupils	B. Society
In order to develop the whole child as a spiritual, moral, social and cultural being, the pupil needs:  To be challenged intellectually To have their feelings deepened To be encouraged to act responsibly To acquire relevant skills  All in ways that are: Socially constructive	In order to develop and build society, the Religious Education curriculum requires an approach in which teachers, pupils and school communities are:  Working in partnership with parents, faith communities and the wider society  Being responsive to the values, freedoms and creative needs of people living in Birmingham and elsewhere  Cultivating social cohesion and solidarity, and creating social capital in the City.

### **Planning**

The Birmingham Agreed Syllabus for Religious Education (2022) plans using the Content Overviews, Key Questions for Key Stage One and Key Stage Two and identifies the units to be covered each term. R.E. is planned for as a stand-alone subject. All planning allows for learning which is identified in the Dimensions of Learning -**Learning from Experience, Learning about Religious Traditions and Non-Religious Worldviews, Learning from Faith and Non-Religious Worldviews and Learning to Discern** in the agreed syllabus documentation.

There is a scheme of work, which is used for guidance but can be adjusted to suit the needs of the children in the class. RE should be differentiated to ensure all children can access the RE curriculum. Learning objectives can be taken from the scheme of work.

### **Progression**

The plan promotes progression and continuity by ensuring that where an area of study is revisited it is done so at an appropriate level. It also ensures that continuity of provision is maintained throughout the school.

During pupils' first few years in school, they are progressively introduced to the dispositions. Subsequently, they re-visit all 24 with increasing depth. Each time a disposition is encountered, the traditions of one faith or a number of faiths and nonreligious worldviews are used to resource the learning. A sacred scripture, religious practice, rite of passage, an institution, piece of literature, art or music can equally trigger learning

### **Assessment**

Assessment is a key part of teaching and learning. It should form an integral part of the planning and not be bolted on once the rest of the teaching and learning is planned. Assessment procedures are currently being updated.

The assessment planned should contain a balance between:

- **Formative assessment** (evaluates what pupils know, understand and can do so that the next steps can be planned – assessment *for* learning). This should incorporate *diagnostic assessment* (indicating what pupils have not yet learned or understood, so that appropriate action can be taken- assessment *for* learning);
- **Summative assessment** (provides evidence of what pupils know, understand and can do, usually at the end of a planned unit of work – assessment *of* learning).

Good practice in assessment can be linked to some of the aspects of good teaching identified by OfSTED:

<b>OfSTED criteria for teaching – Outstanding</b>
Accurate assessment, including through high quality observations is rigorous, sharply focused and includes all those involved in the child's learning and development. Provision across all areas of learning is well planned and based on regular and precise assessments of children's achievement so that every child undertakes highly challenging activities.
<b>OfSTED criteria for teaching – Good</b>
All teachers and other adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children's achievement so that every child is suitably challenged.

The 24 dispositions are introduced gradually. Pupils' understanding will be assessed through the Dimensions of Learning and appropriate progress is broken down by the Key Questions which illustrate the required progression. The approach to assessment recommended is in the lesson plans which is centred on group discussion, team-based research, and sharing of experiences promoting a more active and creative style of learning. These activities will generate evidence to support each dimension of learning. The 'Learning to Discern' is an important part of the Syllabus but it is a higher-level skill that will be explored selectively.

### **Evidence**

Children's work and discussions can be evidenced in different ways i.e. In books, photos, Twitter or on display.

### **Differentiation and SEN**

Paget Primary School uses the Agreed Syllabus to develop schemes of work through which pupils' experiences can be differentiated and matched to their needs. Differentiation may take place through resources, support, task and response.

Religious Education will encourage pupils of all abilities to reflect and explore personal feelings and thoughts, and to consider religious attitudes and values. The teaching style, resources and content will be matched carefully to suit each child's needs and particular learning styles where appropriate.

### ***Resources***

The Religious Education curriculum is supported by a range of books, DVDs, posters and artefacts stored centrally in the school. Resources from the local community are also utilised with visits to places of worship and talks from leaders within the community.

### ***Visits***

We encourage the staff to take the children on a number of trips across the school to Religious places of worship.

### ***Evaluation and Monitoring***

During the academic year the R.E. co-ordinator will evaluate and monitor the R.E. being taught across the school. They will monitor work in books, photos, Twitter and displays.

### ***Pupil Voice***

The R.E. co-ordinator will take into account the views and opinions about R.E. from the children to see what is working well and where we need to go next.

### ***ICT***

Pupils will be given opportunities, where appropriate, to develop and apply ICT skills in their study of Religious Education.

### ***Teaching Methodology***

To provide constant stimulation to our pupils we deliver Religious Education through a variety of teaching styles.

At times the whole class may work together on a task. On other occasions groups of children may work co-operatively, and where appropriate children may work in pairs or individually.

Where possible, the style of teaching may also incorporate active learning, examples including drama, poetry, art, cookery, dance, reflection, visits and visitors, and other resources and artefacts.

### ***Equal Opportunities***

As a staff, we maintain an awareness of the need to provide equal access and opportunities in R.E. to all pupils regardless of race, gender, religion, cultural background or special needs.

Review date : October 2024