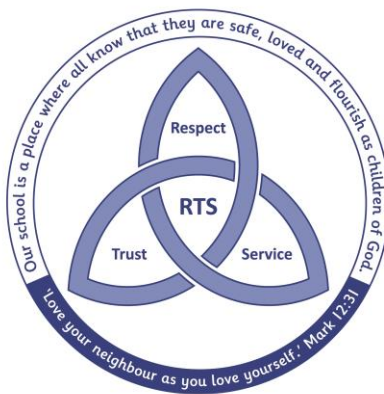


P98 Policy for Religious Education



That the delivery of our RE curriculum enables every child to flourish as a child of God, making sense of beliefs, making connections and understanding the impact of beliefs and the way in which humans put their beliefs into action in diverse ways.

RE is given the profile of a core subject within our curriculum.

We deliver an RE curriculum, rich in experiences, which stimulates and challenges all learners to make sense of beliefs, make connections and understand the impact of beliefs of the lives of believers. In doing so we grow confident, resilient, happy, caring, and successful learners prepared for the next stage of their journey in life.

The three pillars of our strategic goals are:

Achievement for All

Proverbs 18 vs 15: An intelligent heart acquires the knowledge and the ear of the wise seeks it out.

A Culture of Respect and Service

Matthew 22 vs 37: Love the Lord your God and love your neighbour as yourself.

A Curriculum of Excellence and Innovation

John 10 vs 10: I have come that they may have life and have it to the full.

Objectives

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is central to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all
- pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews. supports the development of other curriculum areas and other general
- educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.

- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource,
- support and pupil grouping as appropriate to pupils' needs.
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Intent

That the delivery of our RE curriculum enables every child to flourish as a child of God, making sense of beliefs, making connections and understanding the impact of beliefs and the way in which humans put their beliefs into action in diverse ways.

RE is given the profile of a core subject within our curriculum.

Implementation

Our Curriculum is built upon the Diocese of Leeds Syllabus and Understanding Christianity. Using these tools, we have created a curriculum which meets our two identified priorities:

- To know and understand Christianity as a diverse global living faith by exploring key concepts of creation, incarnation, the message of the Bible, the kingdom of Heaven and our place in the world as people of God. This includes making connections with the school's Christian values and goals for every child.
- To gain a knowledge, understanding and respect of a range of religions and world views, appreciating diversity as they grow in a community which does not reflect the diversity of faiths and cultures across the nation as a whole.

To ensure coverage we have create a curriculum framework which allows coverage whilst enabling children to deepen their understanding as they journey through school following different class pathways.

Impact

At the end of their time at RTS our children will be able to give a thoughtful account of Christianity as a living faith. Show a respectful attitude to religious and non-religious world views and reflect responsibly on how their own spiritual, philosophical ad ethical convictions will enable them to be active citizens ready for the next stage of their educational journey.

Curriculum balance and time:

Christianity is studied in each year group and is taught for 50% of the curriculum time. RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two

How we deliver a unit of Study

Begin with understanding the Key Question	<p>Each Unit has a Key Question: Example L2.4 What kind of world did Jesus want?</p> <p>Make sure that you know how it builds upon the children's previous learning.</p>
Select the Learning Outcomes	<p>Each unit will have three core learning outcomes enabling the children to make sense of beliefs, understand the impact and make connections.</p> <p>Example for Unit L2.4</p> <ul style="list-style-type: none"> • The children can make links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of men. Do I know how Jesus chose his first

	<p>disciples and how Christians try to follow Jesus today?</p> <ul style="list-style-type: none"> • The children can give examples of how Christians try to show love to all? • The children can make links between a bible story studies and the importance of love in the world today expressing some of their own ideas clearly. Can I show how being a good Samaritan will make the world a better place?
Select the specific content	<p>Select the content from the unit plans that will help you to deliver the learning outcomes. Plan no more than 4/5 lessons which will be followed by a unit assessment (see below) Note this means that units do not have to fit a half term block but can be started as soon as a unit have been completed.</p> <p>Note some units directly ask children to consider learning against our school values (this can be done whenever appropriate)</p> <p>All work should be presented to the same high standards as English and Maths using a variety of learning styles to achieve outcomes.</p> <p>Example for Unit L2.4</p> <ul style="list-style-type: none"> • Share the story of the calling of the first disciples (Matt 4 vs1-19) ask the children to consider what it would be like to give up everything. • Explore meaning of Fishers of Men: Link it to the actions that Jesus wants Christians to do in their lives. • Explore ways in which Christians are making the kind of world Jesus wanted. • Take a bible story and ask children to consider how they would act in certain real life situations if they were following Jesus. • Additional Lesson: Do the children think that the school's values help us to live in a way that Jesus would have wanted? • Assessment: Can the children create a description of the world they want to see. Does it match the world that Jesus wanted for us as Children of God. How can we make this description come true?
Plan specific outcomes which you will assess	<p>Assessment is based upon a simple RAG rating.</p> <p>Make sure that each LO is specific to the content that you are teaching. This supports assessment judgements. Consider your final piece of work to focus on allowing children to demonstrate what they have learnt and to show that they have made connections.</p>
Develop the teaching and learning activities	<p>Each unit has lots of examples of activities to support learning.</p> <p>Don't forget the skills that you are seeking to teach the children and make sure that the activity allows the children to achieve the LO.</p>

Role of the RE Subject Lead:

The subject lead will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.

- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons

Assessment

A central objective of the Yorkshire Causeway Schools Trust is to raise the standard of educational achievement of all its students

We believe that the schools within the trust should use assessments to gather information in order to make better decisions that enable us to meet this objective. The following principles guide how we decide what data we need to collect and how to ensure that the data is as reliable as it can be.

- We are clear about the purpose of any assessments that we use, particularly whether the data is primarily being gathered for accountability or to inform teaching and learning
- The amount of data collected is proportionate to its usefulness
- We are aware of the need for assessments to be carefully planned to maximize validity and reliability
- We are cautious about what can be inferred, especially from one data source

Assessment in Religious Education will be used to inform teaching and learning. Teachers will use the results of assessments to

Plan and deliver future lessons, which address misconceptions and ensure that students have learnt agreed key knowledge and are using identified vocabulary accurately.

Assessments will be shared with colleagues to ensure that future learning can be built upon what the children know.

Progress in Religious Education

A strong Curriculum underpins good progress. If the children have learnt what they have been taught the teacher can say that they are on track. If pupils remain on track they can be described as making good progress.

Legal Framework

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28). The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups. We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Teachers' Rights

Appointed teachers should be sympathetic to the aims of our church school and should therefore be willing to fully participate in worship and provide R.E. for their class.

Appendix A: RE Curriculum Plan

