

RE- PURSTON INFANT SCHOOL

The purposes of RE

RE 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. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a plural society and global community. RE enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. Through making a major contribution to the community cohesion work of schools, RE promotes discernment and enables pupils to combat prejudice.

Our aims

- To develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain.
- To develop understanding of the ways in which beliefs influence people in their behaviour, practices and in their communities.
- To reflect on, deepen and clarify their own experiences, values and beliefs and those of others.
- To develop awareness of fundamental questions about life arising from human experience and how religious beliefs and practices can relate to them;
- To recognise the right of people to hold diverse beliefs and values and to develop positive attitudes of respect towards other people; benefit from opportunities to enhance their spiritual, moral, social and cultural development.

Approaches

City of Wakefield Metropolitan District Council launched a new local agreed syllabus on the 3rd October 2013. For pupils in the Early Years new Foundation Stage Programmes are integrated and more suited to their needs from the Revised Early Years Foundation Stage Document. RE is approached through stories, cross-curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

Links Community cohesion: the contribution of RE

RE makes a key contribution to enabling pupils to acquire knowledge and understanding of, and develop positive attitudes towards living in a diverse community. Attitudes of tolerance, sensitivity and respect for all can develop where teaching and learning enable pupils to be sure of their own beliefs and identity, and appreciative of the beliefs and identities of others. It is essential that young people learn to understand and respect a range of beliefs, and while growing in confidence achieve a level of critical awareness. This can help all young people to make a positive contribution to a tolerant and respectful community in school, locally and in the wider world.

Through RE, pupils can explore and learn about:

- The diversity of religions found in their local, regional and national communities;
- The best ways to express their own ideas, opinions and beliefs about religious, spiritual and moral questions;
- The significance of religious beliefs and membership for some people;
- The ways in which religious communities are distinctive (RE should never imply that religions are 'all the same');

- The common ground and shared action that religious communities sometimes achieve in making a contribution to society for the wellbeing of all;
- The impact of beliefs upon action and upon daily life;
- The tensions and disagreements between different communities, and the ways of resolving these tensions that promote fairness and equality of opportunity;
- The teachings of each religion about respect for all and common humanity.
- Through these curricular opportunities, it is intended that RE will be a focal point in every child's learning about diversity, equality, respect and community cohesion. In this way, RE can make its particular contribution to community cohesion in Wakefield and its schools.

The spiritual, moral, social and cultural development of pupils

Religious Education plays a crucial role in the development of the spiritual, moral, social and cultural development of pupils and should be seen as the lead subject in promoting these. However, RE does not have the sole responsibility for promoting the spiritual, moral, social and cultural development of pupils. In RE lessons, as well as PSHCE and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. All subjects and indeed the school ethos contribute to developing these as well. Learning opportunities include:

Spiritual Development

- by giving pupils the opportunity to explore values and beliefs and the way they impact on people's lives;
- by encouraging pupils to explore what it means to be human for themselves and in their relationships with others;
- by asking questions about the meaning and purpose of life, giving pupils space for their own thoughts, ideas and concerns.

Moral Development

- by exploring and responding to the issues of right and wrong, making decisions and judgements and the consequences of these;
- by recognising that we all have responsibilities and rights;
- by exploring how religious belief can affect moral decisions.

Social Development

- Through exploring the nature of religious communities;
- by promoting skills that help pupils relate to others, showing respect for people, living things, property and the environment so they can play a full part in the life of their community and society;
- by asking fundamental questions about the nature of people and society.

Cultural development

- through raising awareness and developing understanding and appreciation of the variety of cultures, beliefs and practices in their own society and in the world;
- by developing well informed and open-minded attitudes to cultural diversity;
- by developing an appreciation of the cultures of others, for example through the arts, literature, music, sport and travel.

Content

- Children will study Christianity, Hinduism and Islam.
- Children will have the opportunities to learn about religion from a variety of resources.
- Children will have opportunities to explore their own response to profound human experiences and universal symbols.
- Children will be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and to use a range of different forms of expression to convey their responses.

Objectives and success criteria

Good standards in Religious Education flow from the matching of objectives and success criteria to the learning needs of classes and individual pupils. The eight-level scale, and its accompanying guidance materials, provides

the material teachers need to set lesson objectives and learning intentions for pupils to progress. The 'I can...' statements (in the guidance section of the syllabus) model the use of the scale for setting success criteria for assessments and learning intentions for lesson by lesson progression. Objectives set at the start of the lesson, explained to pupils, and reviewed with pupils at the end of each lesson are the building blocks of progression towards high standards in RE.

Methods

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of children so that all children make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include;

- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc.
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Foundation Stage RE

The foundation stage describes the phase of a child's education from the age of three to the end of reception at the age of five. Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the foundation stage. It does, however, form a very valuable part of the educational experience of children throughout the key stage.

RE is a requirement for pupils in Reception/FS2, who are on the school roll through the seven areas of learning identified:

Prime areas;

Personal, Social and Emotional Development, Communication and Language, Physical Development

Specific areas;

Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Foundation Stage; Time for RE needs to be flexibly organised, but should graduate towards the KS1 time allocation.

Key Stage 1

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Elements of the programme of study:

Believing: what people believe about God, humanity and the natural world

Story: how and why some stories are sacred and important in religion

Celebrations: how and why celebrations are important in religion

Symbols: how and why symbols express religious meaning

Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion

Belonging: where and how people belong and why belonging is important

Myself: who I am and my uniqueness as a person in a family and community

KS1; 30 hours per year.

Supporting children with SEN and the Academically Gifted and Talented

Lessons are accessible to all abilities, through offering a range of teaching styles, and should be adapted for access, or made more challenging as appropriate. Teachers identify pupils with SEN and AG&T, and provision will be made to support them in RE; for example TA classroom support may be targeted, AG&T group discussion times may be set aside. The use of a range of questions and opportunities for discussion will help all children.

Expectations, assessment and reporting in RE

The ladder of key skills is used for assessing RE. This simple ladder uses skill terms extracted from the eight-level scale. The ladder intends to clarify and make explicit the progression of skills which the Agreed Syllabus uses to enable all pupils to achieve in RE. It is to be used with reference to the full text of the scale.

Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practice and develop these central skills in RE. The use of numbered levels with pupils should be sparing, reflecting the best practice of assessment for learning.

Teaching and learning in RE should follow the expectations outlined in each school's Teaching and Learning policy. As with all teaching, the objectives as given in the programme of study should be clearly stated at the outset of the lesson. These should be provided in written and verbal format in a way that is appropriate to the age and ability of the pupils and available for learners to refer to throughout the lesson. The teacher should revisit the objective during the lesson and the objective and learning outcomes should be reviewed in the plenary. Pupils should be encouraged to reflect on what they have learned so that they and the teacher can evaluate the progress made by groups and individuals. The teacher should build on this evaluation to plan the next steps in learning for the class as a whole and any groups or individuals. Objectives and success criteria

The RE planning each half term identifies opportunities for assessment. Teachers will keep on-going records of these assessments and of observations. There will be a minimum of two moderation meetings annually.

Key Stage 1: Pupils will be working from levels one to three. The expectation is that most pupils will be achieving at level two at the end of key stage one.

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

Monitoring and Leadership

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management. The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is collected for monitoring and a sample of books looked at regularly throughout the year. The scheme of work is evaluated annually. Resources are bought with the annually allocated RE budget and stored in the RE drawers - a central place for use by all staff.

The role of the RE coordinator is to:

- Provide curriculum leadership across the school
- Manage the financial resources made available for the support of RE

- □ Monitor and evaluate provision for RE within the school
- □ Monitor and evaluate standards of RE within the school
- □ Be informed about appropriate resources for the effective teaching of RE
- □ Keep up to date with local and national developments in RE and to share good practice with colleagues (and pupils) in our school
- □ Be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE liaise with outside speakers and agencies.
- □ Actively promote effective RE within the school and its community and to keep the profile of RE high within the school.