



# Packmoor

## Ormiston Academy

### Religious Education Policy

Date adopted: 1/8/2016    Next review date: September 2020

# Packmoor Ormiston Academy

## Religious Education (RE) Policy

### *Aim Statement:*

*At Packmoor Ormiston Academy we believe in providing the highest standards of education for all children, which inspires and challenges so that everyone achieves their full potential. We nurture respect for individual differences, we promote international mindedness and deliver an education that enables children to meet the challenges of our future society. We believe that learning should be fun. We provide a safe, happy and diverse learning environment that provides opportunities for our children to succeed both now and in their next stage of their education and in the wider community.*

*Revised September 2018*

### **Rationale**

Packmoor Ormiston Academy is made up of staff and pupils who are linked with many parts of the world and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world.

### **Philosophy and Aims of Religious Education**

RE is taught in accordance with the aims of the Staffordshire's Agreed Syllabus. In keeping with the syllabus, we recognise that through Religious Education we can provoke 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. We can develop pupils' knowledge and understanding of Christianity and other principal religions, religious traditions and world views. 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 and the influence of religion on individuals, families, communities and cultures.

### **The Legal Position of religious education**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the

“inspiring individuals to achieve and excel”

reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. Our school RE curriculum is based on Stoke LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

### **Curriculum planning in religious education**

The RE leader plans religious education themes in accordance with Stoke LA's Agreed Syllabus 2016. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through school.

A two-year long-term plan is in place which ensures coverage of the curriculum. The medium-term plans gives weekly details of each unit of work for each term and this plan is shared with class teachers. Votes for Schools also fits in with the questioning syllabus.

### **Assemblies and whole school collective worship**

On Monday and Friday the whole school have an assembly. The content of these assemblies can be PSHCE, SMSC, RE or current affairs. The Monday assembly is a whole-school message for the week and the Friday assembly is a celebration of achievements across the school's value system. A prayer is said on Monday, relating to the whole school message. The assemblies may be led by a member of staff or a visitor from a local church, community group or other relevant organisation. On Tuesdays, Wednesdays and Thursdays, daily acts of worship take place in classes. These can include simple meditations, reflections, songs or prayers. Each class has a copy of the traditional version of The Lord's Prayer on display in their classroom.

### **Contribution of religious education to the teaching of other subjects**

#### **English**

Religious education contributes well to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

### ***Computing***

We use ICT where appropriate in religious education. The children find, select and analyse information, using the Internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### ***Personal, health, social citizenship education (PSHCE)***

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.

### ***Spiritual, moral, social and cultural development (SMSC)***

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.

### ***Teaching and learning***

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Teaching in RE enables children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover and Eid to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, 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 tasks which are open-ended and can have a variety of responses;
- Providing differentiation, ensuring there is opportunity for deeper learning through further questioning and thinking;
- Where possible, using classroom assistants to support the work of individuals or groups of children.
- Providing opportunities for children to work in mixed ability groups, where children can support and learn from one another.

### **Assessment and Recording**

Pupils' work is assessed in line with our policies on assessment and this assessment is used to inform planning, to recognise and celebrate achievement and motivate the learner. The RE Teacher ensures that lessons have a clear focus and objective and that learning experiences are evaluated. Both formative and summative assessments are used. Assessment strategies include listening to pupils, questioning, self-assessment opportunities and marking.

### **Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. The RE lead is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The lead has specially-allocated time (in line with the school Monitoring and Evaluating policy) for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching or team teach in the subject.

Dated: September 2019      Janet Maxwell RE Lead