

Woodside Academy



Religious Education Policy

***“We want the very best teaching and learning experiences for all our children”
from School Vision Statement “Excellence Through Opportunity”***

Agreed by the Governing Body

Introduction

Woodside Academy, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. Religious Education is taught in accordance with the locally agreed syllabus – The Agreed Syllabus for Religious Education in Thurrock (2016-2021).

Principle Aim

The principle aim of R.E is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Principles of the Teaching and Learning of R.E

The threefold aim of R.E elaborates the principle aim.

The curriculum for R.E aims to ensure that all pupils:

- Know they can understand a range of religions and worldviews so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- Express ideas and insights about the nature, significance and impact religions and worldviews have, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues

- Appreciate and appraise carried dimensions of religion

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.

What Religions are to be taught?

At Early Years Stage (4-5 year olds) they will encounter Christianity and other faiths as part of their growing sense of self, their community and their place within it.

At Key Stage 1 (5-7 year olds) they are required to study Christianity and either Islam or Judaism.

At Key Stage 2 (7-11 year olds) they are required to study Christianity, Islam, Hinduism and Judaism.

In order to deliver the aims and expected standards of the syllabus effectively the expectation is that there is a minimum allocation of 5% of curriculum time for R.E – approximately one hour a week, although some aspects may be studied in a block of time. The time allocated for R.E is separate from the time given to Collective Worship.

To ensure appropriate breadth, depth, continuity and progression in the study of R.E the Agreed Syllabus for Religious Education in Thurrock together with R.E Today have produced a programme of study that Thurrock schools, including Woodside, are following.

Equality of Opportunity and Meeting Individual Needs

Equality and justice for all people form a central concern of all Religious Education. Religious Education makes an important contribution to pupils' spiritual, moral, cultural and social development. It promotes personal, social and health education (PSHE) and citizenship, as well as developing key skills and thinking skills. R.E is an important subject in the support and implementation of an Equal Opportunities Policy, including inclusion and British values.

We aim to deliver thinking skills and curriculum content in exciting and stimulating lessons that will engage all children and encourage them to realise their full potential. ICT is a tool through which we are able to provide challenging activities that will inspire, motivate and stretch our gifted and talented children.

In order to access the curriculum pupils with Special Educational Needs may receive extra support in the classroom from Learning Support Assistants with reading and writing during R.E lessons and/or the use of supplementary materials and computer software.

The Leadership, Co-ordination and Planning of R.E

The role of the R.E subject leader is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in R.E throughout the school
- Support colleagues in the development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- Develop an overview of the R.E curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that subject policy is put into practice
- Collect a portfolio of pupils work in the subject to ensure consistency of standards and monitoring approaches to assessment, to ensure that there are a sufficient variety of tasks
- Monitor teaching and development in R.E and advise the head teacher on action needed
- Take responsibility for the purchase and organisation of central resources for R.E
- Keep up-to-date with developments in R.E education and disseminate information to colleagues as appropriate

The role of the class teacher is to:

- Teach R.E to pupils in the allocated class
- Participate in the collaborative development of the R.E schemes of work and lesson plans which meet the criteria agreed by the school and which ensures that pupils encounter a range of key entitlement experiences
- Keep assessment records and report to parents on pupils' progression in R.E
- Participate in the collaborative review of the effectiveness of schemes of work/lesson plans

Assessment, Recording and Reporting

The assessment, recording and reporting of pupils' progress in R.E will be conducted in a way that is consistent with the school's policy. It is recognised that whilst knowledge can be assessed there will be aspects of pupils' work that it would not be appropriate to assess, for example matters that pupils' may wish to keep to themselves or pupils own beliefs and values are 'right' or 'wrong'. Assessment in R.E is intended to inform pupils, teachers and parents about progress being made in respect of learning in R.E:

- Positive feedback to pupils about what they have achieved through R.E will help to motivate them, to enhance their self-esteem and to raise the quality of their learning
- Effective use of the judgements made will help to inform future teacher planning, not least with regard to differentiation
- Assessment in the agreed syllabus is related to end of Key Stage expectations using criteria arising from the Programme of Study
- An annual report to parents to be provided by the class teacher

Resources

A variety of resources will be used when appropriate, namely books, artefacts, posters, slides, videos and people from local faith traditions.

Central resources are the responsibility of the R.E subject leader:

- Artefact boxes for Christianity, Islam, Hinduism, Judaism and 'Others' are stored in the resources room
- The library houses a substantial stock of books on R.E subjects and are used regularly for reference
- Teaching reference and resources books are available for all staff and are kept by the R.E Co-ordinator

Pupils will have the opportunity to respond to materials in a variety of ways. This could be through poems, stories, reports on visits, art work, design technology, music, drama, maths work, discussion, display and through their own behaviour.

Withdrawal from Religious Education

This was first granted when R.E was actually religious instruction and carried with it connotations of induction into the Christian faith. R.E is very different now – open, broad, exploring a range of religious and non-religious worldviews, however, in the UK parents still have the right to withdraw their children from R.E on the grounds that they wish to provide the own religious education. This will be the parents' responsibility, however, it is good practice to talk to parents to ensure that they understand the aims and value of R.E before honouring this right.

Victoria Warren 2020