WINGROVE PRIMARY SCHOOL

Policy Statement for

Religious Education

Subject leader: Claire Morgan
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Approved by GB:

Rationale

The school follows the Newcastle Upon Tyne Agreed Syllabus for Religious Education(June 2005) which is based on the National Framework for Religious Education. We will continue to adopt further revisions to the document. The study of Religious Education enables pupils to develop their knowledge and understanding of the major world faiths namely Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. It forms part of the school curriculum policy to provide a broad and balanced education for all children. RE, at Wingrove, reflects the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain. Through the teaching of R.E. we provide learning opportunities to enable all pupils to make progress. We respond to children's different needs and set suitable learning challenges. Visits are made to different places of worship as part of our R.E. programme in school. We welcome visitors and representatives from different places of worship

Aims

To have respect, tolerance and understanding for the beliefs of others and to celebrate the diversity in society and our own community.
To develop knowledge and understanding of Christianity and other major world religions
To learn to live together in a caring harmonious environment.
To promote the development of confidence and responsibility and a healthy lifestyle.

The Agreed Syllabus

The Agreed Syllabus describes what must be taught in Foundation Stage Key Stages One and Two. Each teacher at Wingrove School follows this guidance thus ensuring continuity and progression in the teaching and learning of Religious Education.

In the Foundation Stage - Nursery and Reception –

The curriculum is guided by the Early Learning Goals which lead directly into the Agreed Syllabus.
The following units are taught as and when deemed most appropriate.
The importance of belonging.
Harvest Festivals
Friends of Jesus.

In Key Stage One and Two

Planning is undertaken at three levels:
Long term planning is based on the yearly teaching programmes set out in the Agreed Syllabus.
Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the document to ensure a balanced R.E. curriculum.
Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. Each lesson ends with a focussed plenary.
Subject leaders and the Head teacher monitor medium and short term planning.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage.

Religious Education contributes to the teaching of other subjects.

Literacy

R.E. promotes the skills of reading, writing, speaking and listening. Some texts used in the Literacy hour have religious themes or content encouraging the discussion of ideas.

I.C.T.

I.C.T. is used where appropriate. Pupils can locate, select and analyse information using the internet and C.D. ROM's. They use I.C.T. to review, modify and improve the presentation of work.

P.S.H.C.E.

The teaching of R.E. provides opportunities to teach children about the values and moral beliefs that underpin individual choices of behaviour. We promote the values and attitudes required for citizenship by teaching respect for ourselves and others, and the need for personal responsibility, tolerance and understanding of other people's needs.

Teaching Methods and Approaches

Lessons follow a logical format, with an introduction, direct teaching, main activity and plenary. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs
- Whole class teaching
- Individual work

At Wingrove School we recognise the importance of establishing a secure foundation and of teaching and using vocabulary appropriate to the task. We endeavour to set work, which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Assemblies

In Key Stage One and Two, pupils attend assemblies each Monday, Tuesday and Wednesday. They join together for a whole school assembly once a week each Friday. Children are encouraged to be active participants sharing their ideas and celebrating successes with the rest of the school.

Organisation

Religious Education is taught to mixed ability classes, throughout the school. Differentiation is offered when applicable and SEN and EAL assistance given when appropriate.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils.

Assessment and Record Keeping
At Wingrove we are continually assessing our pupils and recording their progress in each child's individual passport detailing their skills, at the end of each unit.
(See Skills Passport)
A completed piece of work can be used as an assessment and annotated appropriately.
Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. Assessments are carried out on three levels:
Short Term assessments should match the learning objectives. Marking should be done weekly and then used to assess knowledge and understanding to inform subsequent planning.
Medium Term assessments are carried out at the end of a unit.
Long-term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Reporting
All parents receive an annual written report, which includes a summary of their child's progress in Religious Education over the year.

Resources
An inventory of resources is done annually. Alongside this, a survey is undertaken to discover which resources are required to meet the school's needs.
Resources can be located in
A copy of the Agreed syllabus is held by the subject coordinator.

Equal Opportunities
As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in Religious Education. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)
Where ever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.
Where necessary teachers will, in consultation with the specialist Inclusion Manager, draw up and individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils
Children will be taught within the appropriate peer group. They are extended through differentiated work.

Homework
Religious Education homework will be given out when deemed appropriate by the class teacher.