

**LONG MEADOW SCHOOL**

# **RELIGIOUS EDUCATION POLICY**



Policy adopted:	June 2015
Date of last review:	June 2018
Date of next review:	June 2021
Type of policy:	Non Statutory / LMS
Frequency of review:	3 years
Governor committee:	Curriculum Committee

## **Introduction**

Religious Education (RE) is an educational activity that promotes the spiritual, moral, social and cultural development of pupils. It encourages children to reflect on what it means to have a faith and develop their own beliefs. The children are given opportunities to learn about different religions and learn that different people believe in different religions/beliefs and that it is something that should be celebrated. It is important that children are taught to respect the views of others.

Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to the children. RE can often be included within worship and this is enhanced during our daily assemblies and weekly Bible/Faith assemblies.

## **Aims and Objectives**

Long Meadow follows the Milton Keynes Agreed Syllabus for Religious Education 2017. Teaching encompasses three strands that focus on:

- Believing
- Behaving
- Belonging

RE is taught so that pupils not only have a secure grasp of these three areas and the links between them, but also to ensure that pupils have opportunity to make their own responses and reflections to the learning that comes from a study of each of these key strands of religious practice.

Long Meadow teachers will work towards ensuring pupils will have made progress in:

- Acquiring and deepening their knowledge and understanding of Christianity and other principal religions represented in Britain and the world.
- Enriching their understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Growing a respectful and positive attitude towards other people, honouring their right to hold beliefs different from their own and enabling them to live in a society of increasingly diverse religious character.
- Making reasoned and informed judgments about religious and moral issues with reference to the teachings of the principal religions represented in Britain.

## **Roles and Responsibilities**

The RE Subject Leader ensures that the Religious Education programme is delivered to each year group in the school. The role of the subject leader is to:

- Keep the policy up to date
- Monitor and update the long term plans for RE across the school
- Carry out monitoring of short term planning and ensure it is following the long-term plans.
- Keep staff informed about delivery, strategies and any developments.
- Monitor the delivery of RE across the school.
- Monitor RE through learning walks and book scrutiny's
- Consult and review any changes to RE with the Head Teacher and governing body.

## **Teaching and Learning**

RE enables children to develop values and attitudes that support school aims. Children work both independently, encouraging independent learners, and co-operatively or collaboratively, treating others with respect. This develops children's speaking and listening skills. Children are taught to develop an understanding that all people are equal regardless of age, race, gender or ability. The subjects allows for children to develop a respect for themselves and others. They have the chance to develop their own cultural awareness and understanding and appreciate the value of similarities and differences.

## **Key Stage 1**

The focus in Key Stage 1 should be on Christianity and Judaism, but referring to other faiths where appropriate, particularly if there are members of other faiths in the class. All questions should be addressed in the teaching of Christianity. In the teaching of other faiths teachers should chose the focus that best suits them and their class. The questions for this key stage are as follows:-

### **Believing**

- What do people believe about God, people and the natural world?
- Who am I?
- How and why are some stories and books sacred and important in religion?

## **Behaving**

- What can people learn from religious leaders and teachers?

## **Belonging**

- What does it mean to belong?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

## **Key Stage 2**

In this Key Stage, Christianity should again be the main faith taught in each year group, alongside Hinduism and Islam, but where appropriate, opportunity should be taken to refer back to the faiths and topics covered in KS1. All questions must be addressed in the learning about Christianity, but for other faiths teachers must choose questions suitable for their classes. The questions for this key stage are as follows:

## **Believing**

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?

## **Behaving**

- Why and how are people influenced and inspired by others?
- What influences the ways people behave and what is expected of a person in following a religion or belief?
- How do religious families and communities practice their faith, and what contributions do they make to local life?
- How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

## **Belonging**

- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in the ways they are?

## **Time allocation for RE**

Time is allocated to RE creatively and flexibly. Throughout the school year RE is taught both as a discrete subject and in a cross curricular manner. Over the academic year, Long Meadow School will follow the Milton Keynes Agreed Syllabus for Religious Education 2017 recommendation that the following hours be devoted to Religious Education teaching and learning:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

## **Curriculum Planning**

At Long Meadow an emphasis is put on a creative curriculum that gives children real experiences and memorable learning. Trips, visits and speakers are encouraged to enhance RE learning for the pupils. The subject leader will ensure coverage of the National Curriculum and progression across the school.

## **Assessment**

The planning, teaching, learning and assessment of RE should be informed by the age-related expectations outlined for each year group.

Children's learning in RE is assessed through informal judgments as teachers observe pupils within lessons. On completion of a piece of learning, the teacher marks the learning with the success criteria in mind and in accordance with the school's marking policy. This will provide the basis for the summative assessment at the end of each term.

## **Monitoring and Evaluation**

The subject leader will ensure an action plan is in place to develop and evaluate the subject each year. A report is produced and reviewed every term. The subject leader will ensure to carry out learning walks, book and planning monitoring and lesson observations across the school. Within the role of subject leader it is expected that support is given to colleagues in the planning, teaching and assessment of RE and the passing on of relevant information regarding developments in the subject.

## **Resources**

Resources are kept in central areas such as the library cupboard as well as cupboards in The Nest and are available for all staff to use as and when necessary. The school library and IT resources such as the computer suite and iPads are available to enhance and support learning.

## **Cross Curricular Opportunities**

RE lends itself to teaching across the creative curriculum and is enriched by the use of technology for sharing different media, Internet research and other resources. Visits to religious places of worship will enhance pupil's learning. Learning completed in RE lessons is recorded in SMSC books and compliments the learning within PSE lessons. RE links closely with Literacy and children can use their writing skills in cross-curricular ways eg. Retelling of stories, writing lists of religious artifacts etc.

## **Spiritual, Moral, Social and Cultural Development**

RE gives pupils the opportunity to enhance their spiritual, moral, social and cultural development by:

- Increasing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to and inform them.
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
- Reflecting on their own beliefs, values and experiences.

### **Equal Opportunities**

Every child is entitled to RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society in which we live in without compromising the faith, non-faith or cultural background of any pupil.

Long Meadow strives to ensure that all children, irrespective of gender, ability, ethnicity, religion and social circumstances, have full access to the curriculum and make good progress.

### **Right of Withdrawal**

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons.