**Rationale**

As Church of England Primary Schools, we believe that the teaching and delivery of Religious Education is of paramount importance, as it is concerned with personal and spiritual development and an understanding of faith amongst our pupils. It is through this area of the curriculum, that our pupils learn about a variety of religious beliefs, and are subsequently empowered to express their learning and understanding about faith and their personal values in a range of ways. It is through R.E, that our pupils are equipped with a real understanding of Gospel Values, and an appreciation of other beliefs in the world at large.

**Aims**

* To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
* To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
* To develop understanding of religious faith as the search for and expression of truth
* To contribute to the development of pupils’ own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

*Taken from ‘*RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS; A Statement of Entitlement from the Board of Education/National Society Council. 2011’

## Planning and Delivery

All class teachers are expected to deliver their own weekly R.E. sessions which is in line with our pupil’s 10% entitlement in this subject area: one hour in Key Stage 1 and one hour and 15 minutes in Key Stage 2.

We uses the Discovery R.E. scheme with extra Christian units to ensure full coverage. ( At least 2/3 of teaching focusing on Christianity.) A termly overview of themes to be studied, as well as details of key resources are handed out to teachers at the beginning of each term by the R.E. Coordinator. Planning for teaching and learning in R.E. is realised in phase groups, as is the case with the majority of our foundation subjects. Planning the teaching and learning in this way facilitates opportunities for teacher support, pooling of resources and desseminating good practice.

Curricular visits to places of worship (church, mosque, synagogue, Gurdwara or other religious buildings e.g, Buddhist Centre, etc.) are encouraged.

We are trying to develop creative links between R.E. and the wider curriculum. Teachers are encouraged to seek out creative opportunities using a cross-curricular approach. In planning, teachers are encouraged to include a variety of approaches such as including drama, whole class, group and individual activities; a variety of groupings, as well as incorporating planned visits and visitors.

## Management, Monitoring and Assessment of R.E.

Assessment of Religious Education will take place in line with the Assessment and Marking Policy with the same rigour as other subjects.

**Weekly** ongoing assessment or marking will take place with reference to the learning outcomes and success criteria for each lesson.

**Weekly** opportunities will be given for pupils to feedback on teachers comments at the beginning of each R.E. lesson.

**Termly** summative assessment will take place at the end of each R.E. unit, where class teachers will assess each pupil’s attainment on the R.E. Assessment Grid.

**Annual** summative assessment will take place at the end of the year, where class teachers will highlight pupils who have improved, stayed the same or declined in their learning in R.E.

The R.E Coordinator and SLT monitor the teaching and learning of R.E. in the following ways:

* A termly book scrutiny session;
* Learning walks;
* An annual pupil questionnaire in the Summer Term

The R.E. coordinator and SLT will lead on the dissemination of good practice in R.E. through leading INSET, modelling sessions and co-teaching sessions.

**Recording of work in R.E.**

R.E. recording will take place in a dedicated workbook and should be of a high standard, with the same expectations as for English and Maths. Class teachers are expected to record children’s work in R.E.for each lesson: this will be done in a range of ways:

* Written or sketched work in workbooks
* Recording of learning in workbooks with the use of photography as evidence;
* A termly display which is closely linked to learning in R.E.

**Recording a practical session**

At times children may not be given an opportunity to comment on their learning in a session due to the practical nature of the lesson. In this case, there will be an expectation that the date & LI will be entered into each child’s book with an outline of the activity. Children in KS2 will be expected to add a few lines of writing to reflect on their experience, preferably at the end of the lesson or if unavoidable, at the start of the next session at the latest.

## Classroom/ Timetable Organisation

It must be remembered that R.E. is intrinsic to the whole school curriculum and as such is not easily “slotted in”. Teachers should consider when in the day they timetable R.E. sessions, and how they plan their lessons, ensuring that there is time for pausing, reflection and for the children to learn from R.E. and develop an understanding about their own spirituality.

There is a Reflection Area in each room, with a class prayer book, as well as selection of bibles. It is expected that this sacred area should be updated at least twice a year to reflect the topics and themes being covered by the children.

**Prayers**

As Church of England Schools, it is expected that all morning sessions end with a Lunchtime Grace. There are a range of graces in each classroom, and the R.E. Coordinator will ensure that new ones are handed out at the beginning of the academic year. It is expected that children between Years 1-5 take turns each day to read one of the Graces selected by the classteacher. In Year 6, it is expected that pupils write their own graces and are readiliy able to share these with the rest of the class.

In some classes, the ending of the day is marked with a prayer. At present, this is an optional prayer, and classes may choose to share a prayer at this point in the day.

It is expected that each class group has their own book of prayers which is built up over time, for the children to refer to. This book of prayers should be placed in the Class Reflection Area.

## Resources

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| File name | Federation Religious Education Policy 2016 |
| Date of latest revision | July 2016 |
| Date Ratified by Governors | 6th July 2016 |
| Date of Review | Summer 2019 |

Book resources for this year’s cycle are located in the P.P.A. room, and are monitored and updated annually. General R.E. resources can be located in the Resources Room and there is a selection of books in the library, books can also be obtained from the PDC library.