

Bankwood Community Primary School Religious Education Policy

Religious education at Bankwood contributes dynamically to children and young people’s education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by express insights into their own and others’ lives.

They are encouraged to develop enquiring minds, and to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Here at Bankwood we take seriously our obligation to promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Teaching and learning strategies

We have our own interpretation of the LAS to ensure children have the opportunity to respond creatively to their learning in RE in the same way they do in other humanities subjects. Teachers within the same year group/ phase plan together wherever appropriate to ensure sharing of best practice.

RE is taught through morning reading sessions and within the enrichment afternoon sessions. An RE subject will be looked at for five consecutive reading sessions. Then opportunity is given, for this learning to be used and responded to through creative projects within afternoon enrichment sessions. While teaching at Bankwood is thematic it is unrealistic to try and force RE subjects into an overall thematic plan. Therefore we follow the Locally Agreed Syllabus in a systematic way ensuring progression of skills and understanding from year to year.

This approach to learning allows the children to develop depth of understanding and gives ample opportunity for them to be creative and make interpretations based on their learning within religious education sessions. We know our children learn best when they can apply knowledge and skills in a way that is fun, and personally relevant to them.

Aims within RE

At Bankwood we use the three elements of RE set out by the Locally agreed Syllabus. These are as follows.

Knowledge and understanding of religions and world views

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Expression and communication of ideas and insights about the nature, significance and impact of religions and world views

- 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;
- Appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and world views

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

Foundation Stage

We teach RE in foundation stage as an integral part of the topic work covered during the year.

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship.

Continuous provision that includes RE outcomes and goals is central to this model of RE for the Reception class. Pupils should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE within key Stage 1

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are local, national and global contexts.

They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

RE within key Stage 2

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views recognising their local, national and global contexts.

They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Assessment and Recording

We assess the children's work in RE by making informal judgments as we observe the children during lessons. Formal assessment is produced termly using the Bankwood

Key Skill Progression Grids to track whole school progress. Teacher assessment forms an integral part of teaching and learning, offering a picture of the children's achievements and supporting planning for future work. It is done by observation, discussion and examining outcomes, and will be informally recorded to suit the teacher's needs. We report each year to parents/ carers on the targets that their child has achieved in RE and the units of work that have been covered. In addition we meet parents at two parents' evenings where they are informed about their child's progress in all curriculum areas. Through our year group and curriculum newsletters we keep parents / carers informed about what aspects of the curriculum we are covering and how they can develop their child's interest in the subject.

Monitoring and Review

The RE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in RE. The RE subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject, indicates areas for further improvement and measures the impact of their work.