



R.E. Policy

The aim of Religious Education teaching at Pleasant Street Primary School is to encourage an open and honest enquiry and awareness of the world's major religions. We help pupils gain knowledge and understanding of beliefs different from their own and develop a self-understanding and respect of the rights of others. Religious Education will reflect the religious traditions in Britain, which are in the main Christian, while taking account of the teachings and practices of the other principal world faiths: Islam, Hinduism, Judaism, Sikhism and Buddhism.

By exploring the big questions about life, pupils will find out what people believe and what difference this makes to how they live, making sense of religion and worldviews, and reflecting on their own ideas and ways of living.

Aims

- develop religious literacy and conceptual understanding of what it means to be a person with religious or non-religious beliefs and ways of living
- express ideas and experience of religion, belief and spirituality
- engage critically with ideas and understanding of religion and worldviews
- experience interactive and creative learning that promotes community cohesion and supports fundamental British values
- better understand, empathise and appreciate religious and cultural diversity
- promote kindness and shared values

Expectations

By the time children leave our school we expect them to have extended their knowledge and understanding of religions and worldviews; to have used a range of sources and subject specific vocabulary. Pupils should be able to ask challenging questions about religion, belief, values and human life. Children should be able to express their own ideas and give reasons to support their views.

Curriculum, teaching and learning

Children will be taught in their class group for R.E. and teachers will follow the Liverpool SACRE's Locally Agreed Syllabus. It is an enquiry based approach to learning. Each classroom has a display of all the world's major faiths and books related to the faith being studied. There are religious artefact resource boxes available for teachers to use and selection books available for use in class. The subject leader also provides links to online learning resources.

Staff development

Teachers are expected use resources that are available in school or online, as guided by the programme of study for each particular enquiry question. When receiving planning, all teachers are supported by the subject lead to identify opportunities for learning and suggestions for activities or resources. Any potential need for further CPD can be discussed. Training needs are also identified as a result of whole school monitoring and evaluation.

Resources

Resources for each enquiry are identified within the planning documents, these can be either links to online resources, references to books or suggested activities. The subject lead will also identify available resources or signpost teachers to other means of support. Each world faith has a resource box, containing artefacts, books, dvds etc which may support teaching.



Monitoring and evaluation

R.E. is monitored through book looks, walk arounds, pupil interviews and teacher feedback.

Appendix

Appendix 1 – Assessment

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Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the school curriculum. As RE is not nationally determined the Local Authority must provide an Agreed Syllabus for us to follow. It is the Liverpool Agreed Syllabus of Religious Education which we use as the basis of our planning and delivery of RE.

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined in the Agreed Syllabus for Religious Education. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Assessment requires teachers to know what individual pupils know and can do, therefore, the learning outcomes for each key question will help teachers to judge this.

There are a number of skills that are reflected the RE curriculum. It is important to recognise the impact skills such as investigating, reflecting, expressing, interpreting and empathising have upon pupil's personal development and attitudes.

Baseline

At the beginning of each topic of enquiry, children will be assessed by their class teachers using the RE progression document for guidance. Prior knowledge across key stages will be tested by question and answer sessions, e.g. retelling a religious story, recognising symbols or naming different beliefs or practices. Teachers may also ascertain this prior knowledge in the form of challenging starters, which can be verbal or recorded in books. Similarly, the vocabulary progression document may also be used by teachers.

Formative assessment

Teachers will use ongoing assessment strategies throughout the teaching of the enquiry topic.

Ongoing formative assessment may take the form of e.g.

- entrance and exit questions (oral or written)
- listening to children's contributions and feedback
- low-stakes quizzes
- picture prompts to recall information
- mini-plenaries to check understanding

Summative assessment

Although RE as a subject is not formally tested, children may be assessed at the end of an enquiry topic by e.g. use of multiple-choice quizzes, written response or a Q&A session. Assessment tasks may be purely oral tasks or have a written element.