



The Grosvenor Park
C of E Academy

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A voice for every child.

'No barriers – No boundaries – No limits'

At Grosvenor Park Academy our vision, built on Christian values, is to be a dynamic community that enables our children to flourish. We will encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background.

Policy for Teaching and Learning Religious Education

Date Agreed – Sept 2019

Review date – Sept 2021

Vision Statement

At Grosvenor Park Academy our vision, built on Christian values, is to be a dynamic community that enables our children to flourish. We will encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background.

Mission

- A broad, balanced ambitious curriculum for every child.
- Positive attitude and commitment to learning in every child.
- Every child known, valued and cared for.
- Teaching promoting discussion, risk taking and challenge.
- Environments allowing every child to focus on learning.
- A great place to be, promoting wellbeing for the whole school.

Values

Hope - Compassion - Friendship - Thankfulness - Peace - Respect

Introduction

This policy is a statement of the aims, principles and teaching strategies for the teaching and learning of RE at Grosvenor Park Church of England Primary Academy.

This policy will be submitted to the Governing Body. Review of the policy will take place once every two years.

This policy should be read in conjunction with the Collective Worship Policy and the Diocese of Chester Guidelines for the Teaching of Religious Education.

Rationale and Equal Opportunities

The purpose of this policy is:

- To achieve high standards of teaching and learning of RE throughout the school.
- To enable the school to have a unified and consistent approach to the teaching of RE throughout
- To help teachers in planning and implementing activities for the children appropriate to their stage of development throughout the school.
- To provide a framework for monitoring, evaluating and targeting children's progress in RE and for developing, reviewing and revising our work as a staff.
- To have a joint statement and explanation of our policy available for parents, governors and teachers.

Aims and Objectives for the Teaching and Learning of RE

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At the Grosvenor Park Church of England Primary Academy, we will develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We will enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of any children within our school. The curriculum will be informed by the Diocese of Chester Guidelines for Religious Education.

Children reflect on what it means to:

- have a faith and to develop their own spiritual knowledge and understanding.

We will strongly promote the children learning from religions as well as about factually learning about religions.

Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people's views, and hence to celebrate diversity in society.
- to be given opportunities to learn about and from religion
- to be able to explore religion and pursue individual religious interest

Key Skills

The teaching of RE should help children to develop the ability to:

- develop the ability to think about questions of belief and value
- learn about and learn from religion.

The legal position of religious education

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the EYFS who are less than five years old. The ERA allows:

- parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors.

The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and Learning Styles

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

Learning about Religions

Learning from Religions

- Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.
- Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging,

meaning, purpose and truth and values and commitments, and communicating their responses.

- We will base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- Our teaching and learning styles in RE will enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We will use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We will organise visits to local places of worship, and possibly invite representatives of local religious groups to come into school and talk to the children.

We recognise the fact that classes in our school have children of widely differing abilities, so we will provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We will achieve this in a variety of ways, including:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping the children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

We will teach RE to all children in the school, including those in the Reception Class.

Cross – Curricular Links

English

RE will contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Personal, social and health education (PSHE) and citizenship

Through our RE lessons, we will teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we will contribute to the discussion of topics such as smoking, drugs and health education. We will also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by

promoting tolerance and understanding of other people, we will enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through RE in our school, we will provide opportunities for spiritual development. Children will consider and respond to questions concerning the meaning and purpose of life. We will help them to recognise the difference between right and wrong, through the study and exploration of moral and ethical questions. We will enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they will develop their knowledge and understanding of the cultural context of their own lives.

ICT

ICT enhances RE, wherever appropriate, in all key stages. The children will be encouraged to select and analyse information using the Internet.

Children can take photographs of the class acting out a Bible story, models and artefacts. A digital video camera/lpad can record a visit to a place of worship, and pupils can also locate the various artefacts in St Johns Church and also in churches by doing virtual tours on church websites.

RE and inclusion

We will teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we will provide learning opportunities that enable all pupils to make good progress. We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we will take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process will look at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We will enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a place of worship for example, which involves a journey), we will carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

We will have sufficient resources in our school to be able to teach the RE we plan.

Our biggest and best resource is St Johns Church and Rev Chesters. We will make the best use of our partnership and by doing so strengthen the quality of the provision and of course reflect the Diocese of Chester Guidelines for Religious Education.

Assessment, Recording and Reporting

Children demonstrate their ability in RE through a variety of different ways. Children might, for example, act out a famous story from the Bible,

Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher will assess the work and give the child written or verbal feedback to help guide progress. Children will be encouraged to make judgements about how they might improve their work in the future. Self-assessment will be an integral part of our teaching.

Monitoring and Reviewing

The policy will be reviewed at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.