



## **Corbridge C of E First School** **Religious Education Policy**

### **Foreword**

Corbridge First School is a Church of England school. There is a greater emphasis throughout the curriculum towards Christianity. Inherent within this is explicit support for the aims and structure of the Anglican Church. We adopt an inclusive approach and encourage all parents to allow children to participate in this important curriculum area.

### **Aims**

Teaching and Learning in RE reflects our high expectations and contributes to high standards in all phases.

Pupils will:

- a) Acquire and develop a sound knowledge and understanding of Christianity and other major world faiths – Islam, Judaism Buddhism and Hinduism.
- b) Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- c) Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of principal religions.
- d) Enhance their SMSCP development by
  - a) developing an awareness of the fundamental questions of life raised by human experiences and of how religious teachings relate to them.
  - b) encouraging responses to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
  - c) encouraging reflection on their own beliefs, values and experiences in the light of their learning.

### **The Curriculum**

The Religious Education each child receives can be brought into focus under two interrelated categories.

1. Learning about Religion and Belief
2. Learning from Religion and Belief

This enables the development of pupils' own personal beliefs and values.

### **Planning**

We follow the RE Syllabus for Church Schools set out the Diocese of Durham Board of Education and Newcastle Diocesan Education Board 2018. A topic cycle is in place for RE across the school. The in 2017 we introduced units from the **Understanding Christianity Resource** and this resource supports our teaching and learning in the Christianity units of Religious Education.

## **Teaching**

Teachers use a range of teaching methods to cover the scheme of work, adapted to meet the needs of the class and individuals. Drama, Art and Music are used as well to deliver and enhance teaching and learning in RE.

In RE lessons, an atmosphere of tolerance and respect is created so individuals have freedom to express their own beliefs in an atmosphere of trust.

## **Time Allocation**

At least one hour per week of lesson time is devoted to Religious Education. Religious teaching within the worship programme, within other curriculum areas and within the general day-to-day interactions with children adds to this.

## **Cross- Curricular Links**

RE integrates well into other curriculum areas. Where appropriate and beneficial these links are made.

## **Assessment and Record Keeping**

Teachers continually assess pupil performance. This may be through observation, discussion, listening or a collection of evidence.

Teacher's annotate planning with Assessment for Learning comments and adapt the teaching based on outcomes. At the end of each unit teachers assess pupil progress against learning outcomes identified for the unit. Early Years use statements from Develop Matters to assess progress and plan for future learning.

Teachers' plans and children's work are monitored by the Headteacher /RE Subject Leader termly. Lessons are also monitored to ensure standards of teaching and learning are good and better across the school.

## **Recording work**

RE is recorded in a variety of ways. Comments from discussions can be recorded on planning. Drama lessons may be filmed or photographed and evidence of learning is displayed around school or can be recorded in Class RE Book. Children may respond to a photograph from a drama session to show their understanding.

## **Resources**

Resources are kept in a central location. Artefacts can also be borrowed from the church or acquired through the support of the subject leader.

## **Equal Opportunities**

All children have access to Religious Education and lessons are appropriately differentiated. The right to withdraw a child from Religious Education is respected.