



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 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 (AT 1).
2. Learning from Religion and Belief (AT 2).

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. A topic cycle is in place for RE across the school. Teachers can choose to add to these units and move them around the year to make effective cross-curricular links.

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 Learning about Religion and Belief (AT 1) and Learning from Religion and Belief (AT 2). Early Years use statements from Develop Matters to assess progress.

Once a term children will complete a piece of work that will be levelled and moderated by the teaching team and comments will be made in a formal report at the end of the year.

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.

Teachers will record a termly level for each child in RE and add this to the RE tracking grid on the staff shared drive.

Recording work

RE is recorded in a variety of ways. Comments from discussions can be recorded on planning or on post-it notes and drama sessions can be filmed or photographed.

Children may respond to a photograph from a drama session to show their understanding. The assessed piece of work each term will be recorded in the child's individual RE book (yrs 1-4). For each unit of work, classes create a portfolio of their learning, reflections and deeper questions. This celebration of work goes on display in the school.

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.