



**RELIGIOUS EDUCATION POLICY**

**The National and Legal Framework**

The 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which:

a) promotes the spiritual, moral, cultural, mental and physical development of learners.

Religious Education plays a significant part in the promotion of spiritual, moral, cultural and mental development.

b) prepares learners for the opportunities, responsibilities and experiences of later life.

Religious Education plays an important role in preparing pupils for adult life, helping them to become successful learners, confident individuals and responsible citizens.

Religious Education must be provided for all registered pupils in full time education.

Parents retain the right to withdraw their children from Religious Education.

**County Agreed Syllabus**

Non-statutory guidance in 2010 states that the key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Academies can already choose their own schemes of work should they wish to do so.

Locally agreed syllabuses must reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Freeman's Endowed C.E. Junior Academy follows the Northamptonshire Agreed Syllabus, "Growing Together" which was introduced in 2011.

**Aims**

The agreed syllabus, "Growing Together" has three main aims. That pupils will become:-

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives, and
- responsible citizens who make a positive contribution to society.

Religious Education is planned so that the children work towards two attainment targets:

1. AT1 Learning *about* Religion and Belief. Exploring, investigating and understanding religions and beliefs.
2. AT2 Learning *from* Religion and Belief. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.

## **The Community**

The children attending Freeman's Junior Academy are drawn from the immediate catchment area as well as further afield. The pupils, whose ages range from 7-11 years, have wide and varied abilities and the school strives to provide for individual children according to their needs.

The school has historical links with All Hallow's Church and also close links with St Barnabas Church which is a regular venue for festivals and services throughout the year.

Members of the community, e.g. the vicar of St Barnabas, community and charity workers, representatives of other cultural groups and the CAT and CSALT teams lead or contribute to assemblies throughout the year.

## **Equal Opportunities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The syllabus makes a significant contribution to the implementation of the view that every child matters and helps to promote community cohesion.

## **Organisation**

Religious Education is taught as a discrete subject. In each school year, three or four units of study are taught. These units are determined by the agreed syllabus, "Growing Together." The units of study provide in-depth study of four major religions including Christianity, Islam, Hinduism and Sikhism as well as the opportunity to examine other religious beliefs and attitudes.

We adopt a wide variety of professional pedagogy and use a varied range of teaching and learning strategies in order to make Religious Education dynamic and challenging for all pupils. These include whole class lessons, pair and group discussions, drama, role-play, ICT, visits, outside speakers, audio-visual stimuli, artwork and religious artefacts.

Planning focuses teachers' attention on the key attitudes, concepts and skills that need to be developed to help children learn *about* and learn *from* religion and belief.

The units of study are all question-based and lessons are planned which allow children to be active, thoughtful, reflective and expressive in their handling of questions about beliefs, religion, spirituality and values. Learning outside of the classroom is important at Freeman's. Visits to a variety of sacred places as well as exploration of the natural world are included in unit planning.

## **Computing**

The Religious Education units of study include suggested links to related websites. These are checked regularly by the Religious Education Subject Leader to ensure that the information is relevant and up to date. Children are encouraged to use a variety of ICT methods to record their work.

## **Curriculum Leadership**

A member of staff has responsibility for coordinating the Religious Education curriculum. This involves:

- \*Liaison with the Principal and staff regarding policy planning, implementation of the curriculum, recording, assessment and reporting.
- \*Attendance on courses and keeping up-to-date on local and national initiatives.
- \*Keeping Principal, staff and governors informed about developments taking place.
- \*Monitoring the curriculum to ensure continuity, progression and coherence.
- \*Dissemination of course materials as part of the staff development programme.
- \*Ordering and organising of resources.

## **Monitoring and Evaluation**

The Religious Education Subject Leader monitors Religious Education taught in school and evaluates its effectiveness. Teaching is monitored through the observation of lessons, learning walks, scrutiny of books from each year group and pupil interviews.

## **Assessment**

Assessment in RE is currently in flux within the LA where work is being done to develop descriptive statements (building blocks) for the end of each year group. Once available, these will be used to track pupil progress alongside any relevant assessment guidance from the Understanding Christianity initiative.

In the meantime, level descriptions will continue to be used to help teachers in assessing children's progress. Progress will be marked on OTrack during the year.

An overall grading is given to each child at the end of every academic year using a 5 point scale. This reflects their overall level of achievement across the units of work.

We report to parents annually on their children's attainment and progress in Religious Education. Results are also reported to the Diocese of Peterborough.

## **Resources**

A wide variety of resources, books and artefacts are kept in project boxes in cupboards in the school library.

Detailed lists of books, artefacts and other resources are available in the subject leader's file as well as in the project boxes.

Unit of study folders provide packs of resources to help the teaching of each specific unit.

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Written April 2016  
*Revised April 2017*  
*Next revision date September 2018*