



Glenmere Langmoor Academy Trust Religious Education Policy



Rationale

“RE plays an important role in preparing pupils for adult life, employment and Lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices”.

(DCSF 2010)

Religious education can provide a rich and wide range of experiences inside and outside the classroom. These can give them opportunities to develop concepts and skills which will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

Religious Education is a non-statutory requirement, although Religious Education is taught across the whole school using the locally agreed syllabus. In this school the new Agreed Syllabus for Education for Leicestershire (2009).

“Indoctrination and conversion are not part of the educational process and therefore have no place in religious education. Religious education is an educational subject in its own right, taught within an educational framework.”

(Diocesan Guidelines 2000)

At Glenmere and Langmoor we seek to represent the beliefs and religions of the whole school community. An important part of religious education is to encourage tolerance and respect for people of other cultures and faiths.

Aims

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as ‘ultimate questions’;
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities;
- To learn from religions in addition to gaining knowledge and understanding about religions.



Skills in R.E

Through the teaching of Religious Education children will engage with and learn a variety of skills.

1. Reflective Skills- those which are a response to experience and contribute to the assessment of new ideas:

Evaluating

Reflecting on experience

Hypothesising Assessing
of evidence

Recognising the use of symbolic language

2. Investigative Skills-which relate to the acquisition of knowledge and understanding:

Observing

Classifying

Recording

Raising questions

Exploring situations

Looking for meaning

3. Social Skills- Relating to relationships with others:

Relating to others

Relating to oneself

Recognising emotive
language Respecting other
viewpoints Discussing

Co-operating

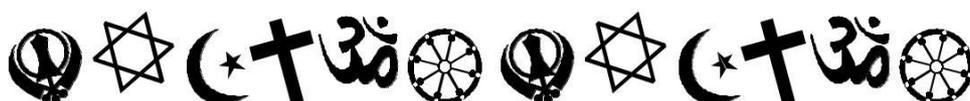
Awareness of others

Emphasising

Curriculum Framework

Pupils in the Foundation Stage and Key Stage 1 follow a two-year running cycle, and Key Stage 2 uses a three-year cycle. Briefly, coverage includes:

Foundation Stage Key Stage 1	Cycle 1	Cycle 2
Autumn	Harvest Festivals Diwali	Friendships. Islam and Eid Christian stories
Spring	Places of Worship	Beginnings – Creation stories Chinese New Year
Summer	Christian celebrations - Easter, weddings, christenings.	Christianity - Old Testament



Key Stage 2	Cycle 1	Cycle 2	Cycle 3
Autumn	Hinduism	Festivals and Celebrations	Islam
Spring	Creation Stories	Judaism	Places of Worship
Summer	Bible Stories Old Testament	Bible Stories New Testament	Religions in our community

Children in Key Stage 1 should receive 36 hours teaching of R.E. per year and children in Key Stage 2 should receive 45 hours per year. The Foundation Stage pupils are taught R.E. within the Personal, Social and Emotional Development strand of the Early Learning Goals. It is expected that much of the teaching of religious education is linked to other curriculum areas; in particular, PSHCE and SMSC, as well as through assemblies where we have Guest Speakers, R-Time and current affairs which arise.

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Glenmere and Langmoor Primary Schools and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes



participate and respond
reflect on what it means to be human

At Glenmere and Langmoor, we offer pupils the opportunity for Collective Worship during our whole school assembly on Fridays and for KS1 pupils during Wednesdays Key Stage assembly.

Information and Communication Technology

ICT will be used when it appears to be the most efficient and effective way of meeting the lesson objectives. It will be used in various ways to support teaching and motivate children's learning, such as stories, PowerPoint, games and activities.

Differentiation

Teachers will ensure that pupils who have Special Educational Needs have equal access to religious education. This will be developed through supporting them with differentiated activities, a range of teaching styles and appropriate resources. More Able children will be given opportunities to broaden their understanding, and undertake independent study and investigations.

Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular assessments are undertaken using Glenmere and Langmoor's assessment grids which are updated at the end of each term to review children's progress against key objectives. This is then passed onto the next teacher, and will follow children throughout their time at Glenmere and Langmoor.

Management of Religious Education

The Role of the Co-ordinator

The co-ordinator for religious education will:

- Ensure teachers are familiar with the school's curriculum framework for teaching religious education;
- Manage the allocated budget for religious education, and ensure staff are adequately resourced;
- Ensure availability of and familiarity with the Leicestershire Agreed Syllabus for Religious Education;
- Prepare, organise and lead INSET as required, with the support of the Headteacher;
- Observe colleagues in each key stage once during each academic year, and make recommendations about development needs accordingly;
- Liaise with other co-ordinators within the Oadby family of schools;
- Monitor agreed aspects of standards in religious education regularly, through work sampling, observations and scrutiny of planning;



- Discuss regularly with the Headteacher and curriculum governor the progress of implementing the policy, and issues regarding standards.

The Role of the Headteacher

The Headteacher will:

- Monitor the work of the co-ordinator, through discussion of findings and standards;
- With the curriculum governor, keep the governing body informed about the standards in religious education;
- Ensure that religious education is given status in the schools development plan;
- Where possible support INSET and courses for staff as needed.

The Role of the Curriculum Governor

Governors share responsibility with the LEA and the headteacher for ensuring that the requirements for religious education are met in their school.

The Curriculum Governor for religious education will:

- Meet with the Headteacher and Religious Coordinator to discuss the progress and issues arising;
- Talk with teachers and see some religious education lessons, as part of the annual monitoring visits;
- Agree a section for the Annual Governors' Report on religious education with the Headteacher and Coordinator.

