

# Totley Primary School



## Religious Education Policy

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| Date Reviewed:            | June 2016      |
| Reviewed by:              | Nicola Wileman |
| Policy to be reviewed by: | June 2018      |



## Whole School Policy for the Religious Education

### Introduction and Aims

This policy outlines how our school fulfils its commitment to teaching and learning in Religious Education (RE) and ensures that all children achieve their full potential in the subject. It is our intention that the teaching and learning of all subjects should be challenging, fun, practical, relevant and develop the skills required by children to succeed in the 21<sup>st</sup> century. Throughout the teaching of RE, basic skills of reading, writing and maths will be transferred and clear links to the direct teaching of British Values will be evident.

### Curriculum and Planning

Following the “Curriculum Framework for RE in England 2013” Sheffield Schools agreed a new syllabus to support the teaching of RE within the New Curriculum. A range and depth of religions and world views are encompassed in the new syllabus and reflect the diverse nature of Sheffield, providing a rich foundation for all of us to strengthen and enhance community cohesion within our city. We ensure children have the opportunity to learn about and understand a range of religions and world views and be able to express ideas and insights of their own on the significant human questions which religion addresses. The Sheffield syllabus provides progression, pitch and continuity from Year 1 to Year 6 by detailing the skills and knowledge in the form of purpose, aims and programmes of study for each year group, leading to clear outcomes. This ensures pupils develop increasing understanding of wide areas of RE subject knowledge and also ensures pupils develop religious literacy. The medium term plans outline the RE enquiry, skills and knowledge that the children will cover during the topic and clear outcomes enable assessment to take place.

### Teaching and Learning

In order to deliver the aims and objectives of the syllabus, a minimum of 5% of curriculum time is allocated to the teaching of RE throughout the year. This is taught through a flexible model of delivery and may be taught as part of other wider curriculum topics, individual days or weeks of RE or on a regular, weekly basis.

All wider curriculum subjects, including RE, are taught throughout the year and assessed at points throughout a bi-yearly cycle. Subjects are clearly planned within topics and coverage is monitored through long term, yearly plans. Subjects are not meant to be taught in isolation if links can be made and the transference of basic skills should be evident in all lessons. Learning should be holistic and cross-curricular and fundamentally led by the children. Religious Education is also supported through daily acts of worship and clearly themed assemblies but these supplement the teaching of RE and do not replace it.

During RE lessons, the emphasis is on interactive teaching which strives to engage every child. Careful, often open-ended questioning is a priority, as teachers seek to develop understanding and push learning forward actively. Children may be given specific thinking time, to discuss possible answers with a partner, group or write on a whiteboard. Tasks will be differentiated to reflect ability, with the aim that all children will be challenged at the level which is appropriate for them to make the best progress in their learning.

RE topics are introduced through pre-learning, which should engage and stimulate the children's interest in the upcoming topic and provide an understanding on which to ask quality questions. We teach RE using a learning challenge approach where we ask children a big question for them to find the answers to. Assessment of children's existing knowledge, understanding of the topic and interests are used to inform and direct planning and teaching. Outcome targets are shared with the children at the start of the topic and displayed in child friendly language in their learning journey for reference and self - assessment throughout the topic.

Every 'big question' has an outcome that analyses the learning which has taken place throughout the topic. This outcome will be presented to the children in various ways throughout the year and may include use of ICT, writing opportunities, speaking and listening activities and community events involving parents. As much as is possible, hooks will be provided throughout the topics so that children have key events and experiences on which to hang their learning. In the Early years, RE should enable children to ask questions and reflect on their own feelings and experiences and develop their sense of curiosity, appreciation and wonder at the world in which they live. RE outcomes will be taught as well as reinforced through continuous provision.

### Assessment and Recording

Totley Primary is committed to assessment for learning. Teachers undertake informal assessment on a regular basis through a range of strategies that include marking, discussions, direct questioning and observations. These all link to teacher's overall assessment on the pupils. Assessments are recorded on planning and necessary changes are made. Teaching Assistants contribute to these assessments as do children through self and peer evaluation. Marking is carried out in line with the school's marking policy, with "Ticks" and "Targets" for the children to consider and green pen work set. Green Pen Work activities are designed to reinforce the learning which has taken place in the lesson, pick up on misconceptions or introduce next steps of learning.

The school uses assessment questions, developed from the Focus Education materials and the Sheffield Syllabus outcomes, to help teachers to assess children's work in RE. Targets are set at the beginning of a topic and are evident in children's individual learning journeys. Progress is regularly assessed and recorded throughout each topic using a range of evidence gathered in a variety of ways. These may include teacher or teaching assistant notes from observations, children's own assessments of their progress, marking of written work, photographic evidence, observations of practical work and strategies used to problem solve. This process informs teachers' assessment of children's progress throughout the topic, which is recorded on the Pupil Progress Tracker and reported to the Senior Leadership Team during summer Pupil Progress Meetings. However, to allow for accurate assessment and coverage, there is a bi-yearly cycle of planning and assessment and class teachers work together to ensure that all children achieve their full potential.

Formal reporting of progress to parents is in the form of a written report at the end of the year and discussions in the Autumn and Spring term parents' evenings. Governors are made aware of progress of pupils in RE during Standards governor meetings.

## Monitoring/Reviewing

The RE curriculum leader, with the support of the SLT, is responsible for evaluating the effectiveness of RE at Toley Primary and this self-evaluation feeds into the Whole School Development Plan. The monitoring outcomes are reported to the Standards governors meetings on a yearly basis. The Raising Attainment Plan is shared with all Governors and developments are outlined in the termly Head teacher's report.

The curriculum leader monitors the standard of teaching and learning and assessment in RE through lesson observations, planning and work scrutinies, standards reviews, pupil interviews and pupil progress meetings. Whole staff CPD, moderation and training activities are undertaken to ensure accurate assessments and consistency in planning and delivery of RE and supports the requirements of the School Improvement Plan.

Budgets are set in line with the whole school budget setting policy. Pairs of classes are allocated a budget to enhance all wider curriculum subjects, including RE. This is monitored by the Curriculum leader, SLT and the Governor Operations meetings.