



Pikes Lane Primary School Faith and Ethics Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Subject Leader: Mrs J Atherton

Link to Governor Committee: Curriculum,
Standards and Wellbeing



Pikes Lane Primary School

Religious Education (RE) Polocy

This statement of practice should be considered alongside others including the assessment, British Values, Early Years, marking and feedback and Pikes Lane Learning Journey statements.

RE Aims and Objectives:

Religious Education is an important part of pupils learning and Pikes Lane. The aims of Religious Education are to help children:

- develop an awareness of spiritual and moral issues in life experiences
- find similarities between their own and other's religious beliefs and teachings
- develop knowledge and understanding of major world religions and value systems found in Britain
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society

Teaching and learning style:

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. At Pikes Lane, RE allows children learn about different religions but also reflect on what these religious ideas and concepts mean to them.

We achieve this in a variety of ways, for example, by:

- using a thematic approach that looks at a variety of religions and world views on a particular topic e.g. belonging or respect
- setting common tasks that are open-ended and can have a variety of responses
- providing resources of different complexity so that RE is inclusive of all children
- ensuring tasks promote deep and meaningful learning that challenges the individual
- using classroom assistants to support the work of individuals or groups of children

Curriculum planning in Religious Education:

We plan our Religious Education curriculum in accordance with the Bolton LA's Agreed Syllabus. We have then adapted this for the needs and interests of our pupils and ensured planned progression is built into the scheme of work. The topics studied in Religious Education build upon prior learning and offer opportunities for children of all abilities to develop their skills and knowledge across the school.

- Wherever possible, we try to embed cross-curricular links within RE e.g. poetry, dance, music and art.
- A range of approaches are used to enhance teaching and learning e.g. links to class topics, outdoor learning, trips, visitors and ICT.

Early Years Foundation Stage (EYFS):

- We teach Religious Education to all children in the school, including those in the EYFS.
- The Early Learning Goals from the EYFS framework underpin the curriculum planning for children from birth to five. In the early years, Religious Education comes under 'People and Communities' in the 'Understanding the World' area of the curriculum.
- Through developmentally appropriate activities e.g. through play or circle times children explore their families, valuing differences, celebrations and traditions.

British Values

- At Pikes Lane Primary School, we uphold and teach pupils about British Values that are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

- These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education. We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

Assessment and Recording:

- We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.
- The RE subject leader keeps samples of children's work in a portfolio as well as on the school's computer system. This demonstrates what the expected level of achievement is in RE in each year of the school.
- Each year group has 'I can' statements linking to each topic that teachers use to make judgements about attainment and progress in RE learning.

Resources:

We have a wide range of resources in our school to be able to teach our Religious Education teaching units. We keep resources for Religious Education in a central store where there is a box of equipment for each of the key religions. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in Religious Education. The school library has a good supply of RE topic books to support the children's individual research.

- We are also able to borrow artefacts to meet the needs of staff and students.
- The subject leader will update and provide additional resources when available.

Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

- The RE subject leader presents the headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he also has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

This policy/document was reviewed by:-

Signed: *J Atherton*

Position: RE Coordinator