

ASHBROOK SCHOOL
RELIGIOUS EDUCATION POLICY

SCHOOL AIM

"Everyone matters; everyone is important."

CO-ORDINATOR: Mrs L Conneely **LINK CO-ORDINATOR:** Mr M Ockwell

AIM:

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

SUMMARY:

RE is concerned with the development of pupils as individuals and members of society. It should seek to inform rather than convert; encourage reflection upon experience; and provide a general religious experience for all pupils whatever their background.

LEARNING INTENTIONS

- To begin to know and understand about Christianity and other principle religions represented in Great Britain.
- To be able to reflect about the world around them
- To be able to show respect for the beliefs and values of others.

ORGANISATION

RE is taught through a combination of approaches throughout the school. All children are taught RE as outlined in the Milton Keynes agreed syllabus. The general requirements for the programme of study allow for a balanced programme of RE activities which build on previous work and achievements. At Foundation Stage and Key Stage 1, the RE curriculum is planned to provide links with other subjects, as well as those activities which teach RE specifically. A whole school approach to RE is being developed which gives consideration to the progression of values and attitudes, and the use of resources.

MANAGEMENT

- The curriculum for each year group at KS1 is divided into six half-termly, or three termly units based on the MK agreed syllabus. It is delivered either in a cross-curricular manner using activities centred on a topic in blocks of work or, by teaching specific RE concepts.

- The Foundation Curriculum has been used to evolve a scheme of work appropriate for that age group.

TEACHING AND LEARNING

The Milton Keynes agreed syllabus will provide the framework for our RE curriculum, using QCA documents, or the Foundation Curriculum, as appropriate as a support.

The approach to learning will be through the children's immediate experiences. Everyday events will be enriched through drama, songs, pictures, poetry, stories, music, SEAL materials and other media. A wide variety of teaching strategies should be employed to extend pupils' skills and offer a range of opportunities for learning.

CROSS-CURRICULAR

Links are to be found between RE and other subjects. However, links should be genuine rather than tenuous and contrived.

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

Children's formative records are regularly monitored and new targets for learning set, as appropriate.

Planning for RE occurs at three levels:

- **Long Term** - Yearly planning
- **Medium Term** - Half-termly planning
- **Short Term** - Weekly planning or Daily planning

DIFFERENTIATION (see also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION

All pupils will have access to RE at an appropriate level on an equal basis, irrespective of gender, race or religion. As far as possible, any child with a specific disability will be

provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

A rolling programme of multi-cultural festivals ensures awareness-raising across a variety of faiths.

RIGHT OF WITHDRAWAL

Under the 1944 and 1988 Acts, parents have a right to withdraw their children from RE or parts of RE. Parents who wish to do so are encouraged to discuss this with the school's Headteacher.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the QCA Units and regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum.

Much assessment will take place informally in the classroom and discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

In the Foundation Stage, children are supported through the stepping stones to achieve the Early Learning Goals.

At Key Stage 1 assessments will be carried out in line with Attainment Targets 1 and 2 (pages 5-11 Milton Keynes Agreed Syllabus for Religious Education)

At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning objectives covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.

- We use "thinking tools" to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the Religious Education Curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (Role of the Religious Education Co-ordinator - see Appendix 1.)

MONITORING AND EVALUATION

The Curriculum Manager, RE Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the RE Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

CREATIVITY

As part of our Creative Curriculum, we raise awareness of a different religious or cultural event each term on a rolling programme.

DATE WRITTEN

This policy was reviewed in Autumn Term 2007 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

UPDATED

Autumn 2007.

ROLE OF THE RELIGIOUS EDUCATION CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisors input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary, to external agencies for advice/support eg: Resource Centres, Library, Museums
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area
 - 1.8 Organise workshops for parents, as appropriate
- 2 Take major responsibility for the development of the curriculum area.

- 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues
- 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending County/local INSET
 - feeding back progress to colleagues/governors
- 2.3 Organise, manage and maintain resources in consultation with other colleagues
- 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school
- 2.5 Liaise with colleagues with like responsibilities in the liaison group and participate in National and County initiatives as and when appropriate
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET Co-ordinator and Curriculum Manager.
 - 3.1 Identify needs/intended outcomes
 - 3.2 Plan appropriate programme, involving advisory service and outside agencies where appropriate
 - 3.3 Take responsibility for the overall organisation of the initiative
 - 3.4 Devise means of effectively evaluating the outcomes
 - 3.5 Formulate plan for further action as appropriate

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

**ROLLING PROGRAMME OF HALF DAY AWARENESS RAISING
OF OTHER CULTURES**

2006/07		
TERM	FESTIVAL	CULTURE
AUTUMN	• Hanukkah	• Jewish
SPRING	• Al Hijrah (new year)	• Muslim
SUMMER	• Japanese Festival	• Japanese

2007/08		
TERM	FESTIVAL	CULTURE
AUTUMN	• Diwali	• Hindu
SPRING	• Chinese New Year	• Chinese
SUMMER	• Japanese Festival	• Japanese

2008/09		
TERM	FESTIVAL	CULTURE
AUTUMN	• Eid al Fitr	• Muslim
SPRING	• Holi	• Hindu
SUMMER	• Japanese Festival	• Japanese

2009/10		
TERM	FESTIVAL	CULTURE
AUTUMN	• Hanukkah	• Jewish
SPRING	• Chinese New Year	• Chinese
SUMMER	• Japanese Festival	• Japanese

