

RELIGIOUS EDUCATION POLICY

We teach Religious Education to help children develop skills, concepts and attitudes as well as knowledge about the Christian faith and the major world faiths.

- To provide the children with background knowledge of Christianity and other faiths.
- To help children understand that people achieve self knowledge and a sense of belonging by adherence to a particular faith, and that they have done this for thousands of years.
- To help children realise, by questioning and investigating that they have a place in the world, that relationships are important and that others have needs.
- To make children appreciate the world in which they live.

Implementation

Religious Education is taught throughout the school in accordance with the requirements of the new Cheshire Agreed Syllabus. Teachers use the Cheshire exemplar Primary RE Scheme of Work by Sue Glover and Jane Brookes. When planning and teaching RE. teachers will be mindful of the guidance contained in the DCSF documents Every Child Matters and Excellence and Enjoyment and guidance from Cheshire East.

The children work independently, in groups and as a class at appropriate levels according to age, ability and aptitude. There are opportunities for practical work e.g. visits to local churches and chapels.

Information Technology through using CD Roms and the internet are used selectively, researching information about religions, beliefs, teachings and practices. Pupils may use e-mail, spreadsheets and databases relevant to the study of RE.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

The guidance in the County Council Health and Safety Risk Assessments are followed within the teaching of R.E.

Role of the Religious Education leader

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The leader advises the head teacher and staff on the development of Religious Education and undertakes the following:

- Highlights areas for development of RE within Action Plans and the School Development Plan
- Co-ordinates the purchases and maintenance of resources
- Reviews INSET needs of all staff and provide suitable training opportunities
- Disseminates relevant information to all members of staff
- Keeps up to date with developments and new technologies
- Develops the scheme of work ensuring a whole school approach to the planning, recording and assessment of RE
- Ensures this policy is successfully implemented throughout the school
- Reviews and updates the policy periodically
- Monitors, evaluates and reviews teaching and learning in RE

Special Educational Needs

Support for children requiring extra help is given by the class teacher within the class situation. Advice may be sought from the leader or the SENCO as necessary.

Gifted and Talented

It is recognised that children may have a particular gift in the area of R.E. Each class teacher will provide such children with opportunity to develop their skills.

Assessment and reporting

Assessment in Religious Education is part of the daily process of teaching and learning and may take place on any occasion when the pupils can give evidence of what they understand or can do. Assessment evidence, in this subject, is based more on children's discussions than their books. Teachers make notes on their observations. Progress in RE may be discussed at Parents' Evenings. A written statement on the child's progress in R.E. is included in the end of year report to parents.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy. Teachers are provided with opportunities to take part in staff development and training in connection with this subject area.

Monitoring, Evaluating and Reviewing

This policy is reviewed annually by the leader. The standard of children's work is also monitored once a year and reports are made to staff and governors. Examples of successful work are displayed and photographs of the stages of completion are taken which also provide evidence. Direct observations of the

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teaching and learning in this subject are made according to a rolling programme of classroom observations. This results in an action plan addressing points of concern.