



RE Policy

Aims

At Longwood School we aim that all children should:-

- Develop a sound knowledge not only of Christianity but also of other world religions.
- Reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.
- Learn *from* religions as well as *about* religions.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Use investigative and research skills to make reasoned judgements about religious issues.
- Extend their own sense of values and promotes their spiritual growth and development.
- Experience through celebrating major religious festivals in school, ie Harvest, Diwali and Christmas.
- Be encouraged to develop a spiritual, moral, social and cultural context of their own lives.

Organisation

At Longwood we follow the Staffordshire Agreed Syllabus and map it against the Discovery RE framework where appropriate.

RE is organised in the Early Years Foundation Stage through the subject of Understanding the World. In Key Stage 1 and 2 RE is taught through discreet teaching and opportunities for cross-curricular themes. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are 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 Governor subject coordinator will link with the curriculum subject coordinator and carry out duties reflecting those of the coordinator.

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through RE lessons to other areas of the curriculum including PSHE. The opportunities to use technology effectively to support teaching and learning in RE will be planned for and used as appropriate.

Assessment and Target Setting

RE is assessed by making informal judgements as observed during lessons. Targets to move the children's learning forward relate to more broad learning goals. At the end of a unit of work, a summary judgement in relation to the national curriculum levels of attainment is made. The assessment forms the basis for setting new goals.

Differentiation

- A broad balanced RE curriculum is taught to children of all abilities.

- Differentiated activities match the learning needs of our SEND and Gifted and Talented children.

We aim to provide for all pupils so that they achieve as highly as they can in RE according to their individual abilities. We will identify which groups or individual pupils are underachieving and take steps to improve their attainment. Gifted pupils will be identified and suitable learning challenges provided.

All pupils are provided with equal access to the RE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Monitoring and Review

The subject leader is responsible for improving the standards of teaching and learning in RE through monitoring and evaluating: -

- Pupil progress
- Quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing and organising resources
- Awareness of current developments/up to date knowledge
- Parents being invited and attending a range of Assemblies in school

Conclusion

This policy is in line with other school policies and should be read alongside other relevant policies.