



## Golden Valley Primary School Guidelines for Religious Education

### **Intent**

Our intent is that...

- Children will gain an awareness of their own and others' identities. RE will have a significant role in their spiritual, moral and cultural development, promoting discernment, combating prejudice and preparing them for adult life.
- Children will learn to reflect on their own beliefs and values, developing respect for themselves and others.
- Children will demonstrate curiosity about people, as they consider the mysteries of life and the answers given by a variety of religions and beliefs.

### **Role of the Subject Leader**

The Religious Education Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year. The subject leader will also ensure high standards across the Religious Education curriculum through effective monitoring, modelling of lessons, and support with planning, as appropriate. The Religious Education Subject Leader will attend regular Cluster Meetings and report back to SLT and staff as appropriate.

### **Implementation**

#### **Teaching and Learning**

At Golden Valley, Religious Education is discretely taught using the Discover RE scheme. This has been validated against the North Somerset syllabus (Awareness, Mystery and Value). This ensures children are able to develop depth in their knowledge and skills over the duration of each of their Religious Education units.

The Religious Education subject leader and curriculum lead work together to co-ordinate and support the development of Religious Education throughout the school. It remains the responsibility of each class teacher to deliver the appropriate Religious Education Units and to monitor and record pupil progress in Religious Education.

As part of the introduction to each new RE unit, teachers review what the children know already and identify what children would like to learn, to inform the programmes of study so that it takes account of children's interests. In each lesson, children are guided towards the learning intention through the use of success criteria. The LQ and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas. Teachers aim to provide a teaching environment which encourages children to share, question, to reflect and to empathise. They will use a mixture of teaching styles, including whole class, group, paired and individual. Wherever possible, religious education lessons will be related to the life experiences of the pupils. Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.



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### **Planning and Resources**

#### **Planning: Discover RE.**

Teachers use Discovery RE as starting point for the planning of their Religious Education lessons. Knowledge and skills are mapped across each Key Stage to ensure systematic progression. Teachers then further adapt the outlines to meet the needs of the class. At Golden Valley, it has been agreed that having taken into account the requirements and guidelines presented in the agreed syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism

#### **Experiences and enrichment opportunities at Golden Valley**

- Handling artefacts
- Exploring sacred texts
- Using imaginative play or dramas to express feelings and ideas
- Responding to images, games, stories, art, music and dance
- Making visits to religious places of worship where possible and where not, making use of videos and internet
- Taking part in whole school events ( multi-faith days or weeks, harvest festivals and school performances)
- Participating in moments of quiet reflection
- Participating in Open the Book assemblies and
- Inviting guest speakers as appropriate.

### **Equal Opportunities and Inclusion**

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to Religious Education and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.

All children have the right to access the Religious Education curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Where appropriate, additional technology is used to support children with SEND on a one to one basis. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

### **Parents and Carers**

Parental/carer involvement is highly encouraged, particularly where a parent has specific expertise/knowledge of a specific religion to offer. Parents/Carers may withdraw their child from religious education providing that they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents/carers and teachers would feel comfortable with the type of religious education being taught at Golden Valley Primary School.



# Impact

The children at Golden Valley School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their RE learning the children are able to make links between their own lives and those of other in their community and the wider world. Through RE our children are developing an understanding of cultures and ways of life and which they are then able to communicate to the wider community. RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, RE is invaluable in an ever changing and shrinking world.

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work. The key indicators for assessment in religious education are:

**AT1 Learning about Religions:** Knowledge and understanding of:

- religious beliefs and teachings;
- practices and lifestyles;
- ways of expressing meaning.

**AT2 Learning from Religions:** Skills of asking and responding to:

- questions of identity and experience;
- meaning and purpose;
- values and commitments.

The syllabus was created to include guidance that provides greater support for the development of the skills in; enquiry, critical analysis, reflection and comparison. These all promote **AT2** in lessons, and are in line with the Ofsted subject reports of 2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons.

Short-term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. Children receive effective feedback through teacher assessment, either orally or through written marking work according to school policy.

Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of RE. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

### **Summative Assessment**

Teachers complete termly Religious Education assessment sheets specific to the unit taught. The Religious Education subject leader monitors assessments across the school, providing advice and support for teachers as appropriate.

Success Criteria for each unit of learning is given within the AMV syllabus. These are then used to inform future planning and to enable accurate records to be kept.

Evidence of children's work may be recorded in their curriculum files, although many areas will be evidenced through teacher observation during the lesson.



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