



Anchorholme Academy Religious Education Policy



Adopted by Governors/HT: HT
Review period: 3 Years
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Person responsible for policy: Mrs M Blundell

Our Values and Ethos

At Anchorsholme Academy our curriculum fosters a sense of belonging and the desire for our school family to be curious, confident, communicative and collaborative learners. All pupils are encouraged to develop to their full academic and creative potential and to think, question, discuss and evaluate.

The school promotes personal and social development. All pupils are encouraged to join in a wide variety of extra-curricular experiences, in addition to those associated with the classroom.

The pursuit of ideals and qualities such as enthusiasm is encouraged. Co-operation and care for others is fostered. All pupils are encouraged to explore their responsibilities at home, at school and in the local and global environment.

The school is staffed and resourced with this in mind and the curriculum is planned to offer the widest possible range of opportunities.

Constructive parental involvement in the life of the school is encouraged and all parents are welcome to contact and to visit the school.

Policy Statement

This policy reflects the school values and philosophy and sets out a framework within which staff can operate. It also provides guidance on planning, teaching and assessment and therefore should be read in conjunction with the scheme of work which sets out in detail what pupils in each year group will explore and learn.

Religious Education is a subject of the basic school curriculum but is not part of the National Curriculum. It must be taught to all registered pupils in maintained schools, unless their parents withdraw them from the subject, which must be done in writing to the Headteacher. Schools provide an RE curriculum based on their locally agreed syllabus. A revised Lancashire and Blackpool Agreed Syllabus called 'Searching for Meaning' was launched in 2011 and fully implemented by September 2012. This revised syllabus is strongly rooted in the previous syllabus of 2006 and provides programmes of study for each key stage. It also contains important changes, new material and is now an on-line resource. Support materials provide a clear planning structure and include exemplification, suggested faith contacts and assessment guidance.

Aims

The aim of the Lancashire and Blackpool Agreed Syllabus for Religious Education 2011 is: *'To support pupil's personal search for meaning by engaging enquiry into the question 'What is it to be human?' – exploring answers offered by religion and belief'*.

Religious Education at Anchorsholme Academy supports the general aim of a balanced and broad curriculum. It aims to develop pupil's knowledge and understanding of Christianity and other principal religions represented in Great Britain & globally. Promoting the spiritual, moral, social and cultural development of pupils is central when studying issues within the different faiths, and opportunities should be provided to help pupils understand and show respect for different religions and their beliefs, values and traditions.

This syllabus encourages pupils to question and seek out answers, reflect upon and develop their own beliefs, values and attitudes by exploring shared human experience and the importance of religion in the modern world.

Objectives

- To develop within the pupil, a sense of identity and value as a person.
- To help pupils reflect upon their own beliefs and values and to explore and acquire knowledge of the religious beliefs and traditions of Christianity and other world religions.
- To foster an understanding of religious views of life and to help pupils make moral choices.
- To develop a sensitivity and respect for those with religious beliefs which are different from their own.
- To develop an ability to think, question, explore and communicate their thoughts and feelings in a variety of ways.
- To further an understanding of the concept of community in the context of religious life and to recognise the significance of the practices expressed in worship.
- To encourage pupils to find out about significant leaders and figures within various religious traditions.
- To explore the significance of ceremonies and celebrations as an outward feature of religious tradition in the journey of life.
- To understand more about sacred texts and to appreciate the importance of text as a source of authority and inspiration within a religious tradition.
- To consider how people live their lives committed to a life of faith and explore inner and outer observable features of other religions.

Curriculum Organisation

Religious Education is taught through two attainment targets:

1. AT1 - Learning *about* religion and human belief.
2. AT2 - Learning *from* religion and human belief.

At the heart of the Lancashire and Blackpool syllabus is the Lancashire Field of Enquiry that focuses on the central question '*What does it mean to be human?*'. All planning must include the four areas from the field of enquiry which allows pupils to explore:

- shared human experience;
- living religious traditions;
- beliefs and values; and
- the search for personal meaning.

A minimum of 1 hour per week of curriculum time is required for teaching RE but this may be blocked and taught by linking to cross curricular themes. Religious worship is not included in this time allocation.

Progression and Continuity

The RE content provided by the Agreed syllabus ensures that each child receives a progressed curriculum planned using the field of enquiry. Focus questions, or those initially identified by the pupils, are then used to develop their "search for meaning" throughout their investigation.

As the official religion in the United Kingdom, Christianity is adopted as a progressed study throughout the school for a minimum of 50% of RE curriculum time and Hinduism and Judaism as secondary progressed studies. Sikhism, Buddhism and Islam are also explored by specific year groups as stated in the scheme.

- EYFS – opportunities to learn about Christianity and other religions represented in class (or if no other represented, one other religion),
- Key Stage 1 - explore the Christian religion from the Agreed Syllabus and one unit each for Judaism and Hinduism. There should also be opportunities to learn more about other religions represented in school.
Key Stage 2 – explore Christian religion and one unit for progressed study of Hinduism and Judaism in each half of this key stage. Also, opportunities to learn about other religions represented in school.
- Key Stage 1 & 2 – explore one unit of each religion not selected for progressed study.

Approaches to Teaching RE

An *enquiry-based* approach to RE is encouraged, as well as engagement with the local faith communities and teachers are asked to help children celebrate what it is to be human through an *exploration of questions* about meaning and purpose.

Pupils will identify religious communities and celebrations within their own community, visit places of worship and listen to and question visiting speakers. Work is enhanced by the use of religious artefacts in the classroom and related outdoor learning.

Pupils will be given every opportunity to communicate their own thoughts in a variety of ways. This includes questioning, discussion, use of their senses to explore ideas, completion of art and design, music and dance to develop imagination and creativity.

Use of ICT activities is encouraged to support investigations.

Times for quiet reflection should be provided, as well as the chance to share their own ideas, beliefs and feelings.

RE resources are ordered and maintained by year group staff and pooled centrally.

Cross curricular links with PSHE provide opportunities to promote the spiritual, moral, social and cultural development of pupils.

- Investigating: Asking questions and extracting information from a variety of sources.
- Recognising: Identifying and naming, selecting and classifying.
- Expression: Explaining concepts, practices and rituals.
- Interpreting: Using and understanding religious language, extracting meaning and making suggestions.
- Reflecting: Thinking about feelings, experiences of their own and others, respecting others beliefs.
- Evaluating: Discussing religious issues and empathising.
- Experiencing: First hand encounters via concrete resources, visits and enrichment activities.

- Activities: Drawing, writing, questioning, exploring, investigating, constructing, planning, creating, singing, discussion, role play and ICT.

Assemblies

Collective worship and Religious Education are delivered as two distinct activities at Anchorsholme Academy. Assembly themes are planned in order to ensure that a comprehensive range of issues are covered. The ANCHORS child theme is the main initial focus each year and cross curricular or topical themes are also adopted.

Visitors are regularly invited into school to speak and lead whole school assemblies, and parents are offered opportunities to watch class, year group and phase assemblies based on Religious celebrations and national awareness events, for example:

- Nativity plays,
- Harvest Festival,
- Easter celebrations, and
- Chinese New Year.

Presentation of Work

The children will use either an RE book or folder to keep their work in and the school presentation expectations should be followed at all times. Photographs and display work will also provide useful evidence of pupil attainment. Each year group is encouraged to present a selection of the children's RE work on a designated display board for all or part of each academic year.

Assessing Pupil Progress

Pupils progress in RE will be assessed using a formative approach. A selection of children's work will be monitored each term against the two attainment targets that set out the knowledge, skills and understanding that pupils are expected to achieve by the end of a key stage. These attainment targets consist of eight level descriptions (see 'Approaches to Teaching RE' above), which describe the range of performance that pupils at that level should be achieving in RE.

Reporting to Parents

All parents are given the opportunity to formally discuss their child's progress with staff at bi-annual Parents Evenings and written reports are issued at the end of the summer term.