

ALL SAINTS' C.E. (C) PRIMARY SCHOOL, ALREWAS.

Curriculum Policy Statement for Religious Education

General Principles and Philosophy

The RE curriculum should promote the spiritual, cultural, mental and physical development of pupils in order to prepare them for adult life. In promoting children's development, it is important to consider the context of their environment and experience. Pupils come from families with outlooks that are both religious and non-religious. The world in which the children are growing up is broadly multi-cultural with different faiths and cultures being represented in the local area. Children therefore need an awareness of and sensitivity to, the beliefs and values of others. Our school is a Church of England (Controlled) school. We have close links with All Saints' Church in the village and the children are encouraged to learn about its work. The vicar is a governor and a regular visitor to the school.

The National Curriculum.

RE is a statutory part of the school curriculum. It has its own individual context but also contributes to other areas of the curriculum in aesthetic, environmental, social, moral, spiritual and cultural terms.

Aims of All Saints' Primary .

Through Religious Education the school aims to: provide pupils with the opportunity to widen their views of themselves and their experiences and to develop their own informal values provide the opportunity to identify and understand some of the forces within today's society; being able to explore aspects of their own culture and develop positive attitudes towards diversity of belief and practice.

Aims of the Staffordshire Agreed Syllabus

The national consensus for the aims of Religious Education fall into two broad categories:

Learning **about** religion

Learning **from** religion

The Staffordshire syllabus further expands these into four areas or attainment targets:

Learning **about** religion -Religion to explore and understand religious beliefs and practices and their influence on society.

Learning **about** religion - **Meaning** to find meaning in religious language and imagery.

The Staffordshire Agreed Syllabus approaches the content of Religious Education through **seven paths of enquiry or elements** common to all religions. At each key stage it is important that pupils have opportunities to meet members of faith communities and to visit places of worship.

The seven elements give pupils a common framework for exploring and understanding religions, and for making connections between the religions they study.

These elements are:

1. **Conveying Meaning** (Understanding how religious ideas are communicated through symbol, story, action, etc.)
- 2 **Inheriting a Tradition**
(Understanding the historical roots and sources of authority and guidance within a faith)
- 3 **Living in Community**
(Understanding the quality of relationships and sense of belonging within communities of faith)
- 4 **Marking Special Occasions**
(Understanding how and why religious people celebrate special occasions in their own lives and the life of the community)
- 5 **Meeting for Worship**
(Understanding more regular features of religious practice, e.g. prayer, meditation)
- 6 **Responding to Nature**
(Understanding religious responses to and responsibility for the natural/scientific order)
- 7 **Thinking about God**
(Understanding key religious beliefs)

Lichfield Diocese Handbook

The Lichfield Diocese Handbook suggests three distinct ways into the teaching of RE. These are:

1. Personal Understanding and Response (for pupils to be enabled to understand their own spirituality and uniqueness, and be encouraged to respond in a variety of ways to ultimate questions and values in relation to their own spiritual journey and the Christian faith in God).

2. Religious Beliefs and Practices

(to gain knowledge and understanding of Christianity and other religions, their beliefs and practices, and an awareness of the variety of ways in which meaning can be expressed).

3. Relationships and Lifestyles

(to explore how religious belief offsets human relationships and lifestyles, and to foster positive attitudes towards each other and the natural world).

These three ways are incorporated into the All Saints' RE scheme of work. They link together with the aims of the Agreed Syllabus in that:

2. Religious Beliefs and Practices - Learning **about** religion

1. Personal Understanding and Response - Learning **from** religion

4. Relationships and Lifestyles - Learning **from** religion

Assessing, Recording and Reporting- Religious Education

Assessment is an essential part of the teaching and learning process. A good assessment framework raises the expectations of teachers and makes us aware of the potentially high standards which our pupils can achieve. It helps us to sharpen our focus on what is being taught and why. It enables us to identify strengths and weaknesses in pupils' attainments and to plan the next steps in their learning. It provides the means to chart progress, and enables us to make pupils and their parents clear about particular achievements and targets for improvement.

Effective assessment requires:

- identification of a clear focus for a unit or lesson
- clear planning of objectives
- careful consideration of learning experiences
- opportunities to demonstrate achievement
- regular evaluation.

Attainment Targets

Each of the four Attainment Targets for Religious Education has been expanded into sequential Steps in Progression across the key stages, paralleling the 'levels' of the National Curriculum subjects. These Attainment Targets and Steps in Progression define the process of learning in Religious Education in Staffordshire and form the basis of the framework for assessing, recording and reporting pupils' achievements.

The Steps

The Steps in Progression offer a framework or skeleton which will enable us to develop a corporate understanding of what we mean by progress in Religious Education. Through practice, it should be possible to exemplify these standards through the work which pupils engage in.

The Steps are broad, inclusive statements of progress, representing substantial gains in learning. As such it would be inappropriate to assign a particular 'level' or step to a single piece of work.

The intended use of these Steps is: - to help pitch objectives for units of work; - to help identify in words (in comments on pupils' work, and in reports to parents) what pupils have achieved, what they are able to do and what they might try to do next; - to identify retrospectively, on the basis of all the work done over a period of time, what level they have reached.

Pupils should always be informed, as far as possible, of the learning objectives for the unit of work they are engaged in. In mixed ability groups these will be pitched at a range of achievement. The teacher's introduction might be in the style of, "All of you should be able to ... ; some of you might be able to ... ; a few of you might go on to..."

Planning and delivering assessment

Effective assessment requires a clear statement of aims for the identification of learning objectives for each unit of work. The objectives for each unit of work should be coherent, realistic, and achievable.

Children should be given credit for achievement whenever it is demonstrated, whether informally or through planned activities. Each unit of work will provide information about children's attainment. Any classroom activity can be seen as an assessment opportunity, though not necessarily for all pupils at the same time. There is also a place for end of unit assessment.

Recording and reporting assessment

Achievement should be recorded against the selected learning objectives -
Children that are working at/above/below the level

It is not necessary to record individual achievement against all four attainment targets in any one unit, although achievement should be recorded at least in the two broad categories of *Learning about Religion and Learning from Religion*. Some examples of children's work should be kept and relevant observations noted to provide supporting evidence.

At the end of each year pupils will be matched against the *Steps in Progression* to get a 'best-fit' picture in each Attainment Target. It is not appropriate to assign a 'level' to a single piece of work or to the outcome of one unit of work.

Religious Education must be reported on at all Key Stages. The evidence collected from formative, diagnostic and summative aspects will provide the information needed for reporting.

The report should focus on each child's achievement and progress; weaknesses may be expressed as targets. Reference should be made to both target areas: *Learning about Religion* and *Learning from Religion*. The STEPS may be useful as a guide to

appropriate wording, though comments should also be put into the context of the year's programme.

Principles of Assessment

Assessment should:

- be an integral part of the learning process
- be built into the planning of units of work
- be based on clear learning objectives
- be based on clear criteria which are shared with and understood by pupils wherever possible
- arise out of the learning experiences the pupils have had during a particular unit of work
- be include open-ended tasks which allow pupils to respond at different levels
- be differentiated as appropriate
- allow children to show what they know, understand and can do
- take account of different learning styles
- be used to inform future planning and target setting
- provide comparative data as a focus for school improvement

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