

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR RELIGIOUS EDUCATION



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POLICY REVIEW

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

MISSION STATEMENT

Working together Learning together Achieving together
At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

INTRODUCTION

This policy was written in accordance with the Education Act 1996, the non-statutory framework for RE and the Pembrokeshire Agreed Syllabus. The document has been developed in consultation with staff, Governors and with advice from the Pembrokeshire schools RE site.

STATUTORY REQUIREMENTS

The Education Act 1996 states that Religious Education must reflect the fact that religious traditions are mainly Christian, whilst taking account of the teachings and practices of the other principal religions represented in the country.

Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils. This includes those in Early Years and post 16 Education.

TIME

The Pembrokeshire Agreed Syllabus states "Religious Education exists as a statutory subject with programmes of study and assessment arrangements that need to be met. The only difference between RE and National Curriculum subjects is that it is locally, instead of nationally, determined. In terms of Curriculum time, RE should be given parity with comparable foundation subjects. This time allocation applies to all five key stages."

PURPOSE, SKILLS AND ATTITUDES

The following are set within the context of the individuality of our pupils and their learning difficulties. In Religious Education we aim to:

- Promote the spiritual, moral, cultural and social development of each pupil in a sensitive and careful manner.
- Enrich pupils' experiences and to enable them to be tolerant of other people's viewpoints, beliefs and customs.

- Create an atmosphere appropriate for silent contemplation and to respond personally and positively.
- Develop the value of the individual, the values within the school, the local community and the world at large.
- Give pupils an opportunity to investigate their own religious viewpoints in relation to others by offering them new experiences.
- Provide a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups
- Develop a sense of mystery and fascination about the world.

PLANNING AND ORGANISATION

Planning should provide opportunities for assessing pupils' achievements. Appropriate tasks will be identified when planning each unit of work to ensure that assessment is an integral part of the learning process. The RE Co-ordinator is responsible for the planning, co-ordination and monitoring of the scheme of work. The scheme of work will follow Key stage topics. There will be a Curriculum Map included in the Scheme of Work which will highlight the areas of RE to be covered in each term. Festivals will be included in the Scheme at the appropriate time of year. The Scheme of Work will include material from the Agreed Syllabus, QCA and the Solihull Handbook of RE but these will be adapted to suit our pupils needs. Equals RE is in place for differentiation. Sensory themed boxes, for example, will be more appropriate for some pupils.

CONTENT AND DELIVERY

Religious Education will be delivered either through the Scheme of Work or integrated through topics ensuring a broad balanced development of the key skills. It will be allocated appropriate time on the timetable. The style of the delivery will ensure access for all pupils, regardless of ability or gender. The content of the programmes is designed to meet the maturity, age and needs of the pupils and subjects will be revisited from time to time if greater understanding is required. Parents will be made aware of the solely educational aims and nature of Religious Education and have the opportunity to withdraw if they desire. For Early Years and each Key Stage 1-4 the scheme of work will consist of work from material from QCA, Solihull, Pembrokeshire Agreed Syllabus as well as Equals and ASDAN for Key Stage 4/5.

LINKS WITH COLLECTIVE WORSHIP

Time allocation to Collective Worship is distinctive from and additional to curriculum time given to Religious Education. Some themes, eg festivals etc may be introduced during Collective Worship and then explored in more detail during RE. The themed plans in Collective Worship have been consulted when adapting the RE scheme of work.

Key skills

LEARNING ACROSS THE CURRICULUM

Literacy (LNF) incorporates developing oracy across the curriculum - reading across the curriculum and writing across the curriculum.

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.

DEVELOPING Numeracy (LNF) – numeracy framework- incorporates all aspects of developing numeracy across the curriculum.

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their knowledge and skills of number, shape, space, measures and handling data.

DEVELOPING THINKING SKILLS - (Thinking skills framework)

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their skills of asking appropriate question, making predictions and coming to informed decisions.

DEVELOPING ICT SKILLS AND DIGITAL COMPETENCY

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

CURRICULUM CYMRAEG

Pupils should be given opportunities where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

CREATIVE SKILLS

Pupils should be given opportunities, where appropriate, in their study of Religious Education, to develop and apply their creative skills, in particular, the development and expression of ideas and imagination.

PERSONAL AND SOCIAL Development

Careers and the world of work. Pupils will be given the opportunity where appropriate to investigate factors that affect the world of work. Pupils will be given opportunities where appropriate, in their study of Religious Education, to develop and apply the attitudes, values, skills, knowledge and understanding relating to PSE throughout the curriculum as a whole.

DIFFERENTIATION

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or protected characteristics and ability. All areas for equal opportunity will be taken into consideration in the planning and delivery of lessons and activities. Provision should be made to enable the use of switches, IT communication aids etc. and the development of and support given by staff.

HEALTH AND SAFETY

It is the responsibility of all staff and where appropriate, pupils to be aware of Health and Safety issues in relation to RE. Positive attitudes should be developed towards personal safety and that of others when using equipment. Any issues arising should be brought to the attention of the Head teacher/ Health and Safety Officer and a risk assessment carried out.

ASSESSMENT, MONITORING AND REPORTING

Individual progress and attainment is assessed annually using P levels & NC Level descriptors (LNF) via SOLAR system. Evidence will be gathered by the Co-ordinator either by photos, using the assessment proformas, observations, as well as tasks which lead to recorded outcomes, such as written work. These will be monitored and presented in the Coordinators' file.

THE ROLE OF THE CO-ORDINATOR

All members of the teaching staff have a responsibility for the teaching of RE and they need to ensure that their knowledge is continually updated. The school has a RE coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for RE and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

STAFF DEVELOPMENT

- Funding for training from budget
- In house training delivered by staff as appropriate
- Networking with colleagues from other schools and advisory teachers

DISPLAY AND PRESENTATION

Work produced in RE should be displayed both in classrooms and around the school. Displays also help to develop in pupils a sense of pride in their work and thus increase confidence and self esteem.

RESOURCES

Resources in the form of artefacts, useful articles, teaching resource books and catalogues are stored centrally and are easily accessible. Every class has access to the Internet and the PGFL for information and inspiration. A resource list and relevant website addresses are attached to the Scheme of Work.

IMPLEMENTING, MONITORING AND EVALUATING THE POLICY

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed annually by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?