

The Agreed Syllabus for Religious Education in Northamptonshire

Support Materials



Guidance for the RE Subject Leader

The following list contains key documents and evidence you might have ready for senior managers or inspectors to demonstrate current provision for RE.

Self-Evaluation and Curriculum Monitoring for the RE Subject Leader.

Under the Inspection Framework from 2006, OFSTED inspection uses school self-evaluation to assess the quality of provision in subjects of the curriculum, including RE.

How will OFSTED continue to inspect subjects, aspects of the curriculum, and policy issues?’

OFSTED replies: *“The focus of the inspections will be firmly on those topics that provide key information, along with other published data and performance indicators about how an institution is getting on. Such inspections by their very nature cannot provide all the evidence that is needed to inform and advise all interested parties and stakeholders. We intend to examine in more detail the quality of subjects/curriculum areas and policy issues through other forms of inspection, with HMI working in partnership with independent inspectors. We propose that subjects be inspected on a rolling programme, with a full report on each subject every two to three years. A sample of schools and other institutions teaching a subject or vocational area will be selected to reflect phase, sector, size, and geographical patterns, urban and rural. We intend also to inspect school pyramids and groups of schools where there are established patterns of admission to see how progression and continuity within a subject are managed between years, key stages and institutions at transfer”*.¹

“Schools are required to self-assess the extent to which they meet all statutory requirements, including the provision of RE and Collective Worship. The quality of RE provision, as in other subjects of the curriculum, will be assessed through subject-focused surveys”.

¹ See Ofsted’s website pages at:

<http://www.ofsted.gov.uk/howwework/index.cfm?fuseaction=howwework.future#frequent>.

These are the raw materials of self-evaluation for the RE subject leader:

- the school’s policy statement for RE;
- specific approaches in RE to general school policies and practice, e.g. on RE for pupils with special educational needs or for gifted and talented pupils in RE;
- descriptions of staff roles and responsibilities for RE;
- your outline long term plan;
- your schemes of work, highlighted to show opportunities for, e.g. spiritual, moral, social and cultural development, community cohesion, SEAL links etc;
- a range of sample lesson plans;
- samples of pupils’ work at different levels and in relation to key skills in, for example, literacy or ICT;
- samples of marked work, demonstrating diagnostic comments and next steps in learning, using the skills ladder and ‘I can’ statements to support learning through AfL;
- a record of visits and visitors, with letters to parents and risk-assessments, photographic records and pupils’ work;
- notes on monitoring and support of colleagues’ RE work;
- results of assessments or moderated work and (if appropriate) examinations, with analysis and evaluation;
- your RE subject action plan;
- a list of RE resources available to the teaching team;
- notes on RE meetings and staff development, with resulting agreements and targets;
- a record of your own training undertaken in relation to RE;
- correspondence with governors, link governor, parents, visitors, community groups.

An RE Self-Evaluation (SEF)

The following pages offer support, key questions and examples of types of evidence that may be useful to the Subject Leader when working on the SEF.

SACRE asks Northamptonshire Schools to send a copy of their SEF when they are inspected.

Focus of inspection	Self Evaluation Grades 1 – 4	Possible sources of evidence
<p>What is the quality of RE provision in your school?</p> <ul style="list-style-type: none"> • Is the school's approach to RE described in the school's prospectus? • Does the prospectus contain information about arrangements for parents wishing to withdraw their children from RE? • Do senior managers make adequate arrangements to supervise any pupils withdrawn from RE? • Are teachers aware of their rights to withdraw from teaching RE? • Are all pupils receiving their statutory entitlement to RE? • Is there a long-term plan consistent with the Northamptonshire Agreed Syllabus? • Is there additional planning ensuring continuity and progression in pupils' learning? • Is there a clear plan to provide sufficient curriculum time for RE? • How does RE contribute to pupils' Literacy and ICT skills? • How does RE contribute to other areas of the curriculum, e.g., PSHE & Citizenship? 		<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • pages from the school prospectus relating to RE, including a statement on how RE contributes to anti-racist and inter-cultural development, personal learning and thinking skills, community cohesion; • a note of approximate numbers of pupils withdrawn from RE; • a note on arrangements for pupils withdrawn from RE by the parents on grounds of conscience. This might include any additional or alternative RE, that has been provided by the parents, being undertaken; • a note of arrangements for the teaching of RE to pupils whose teacher has withdrawn from teaching RE on grounds of conscience; • evidence of arrangements for the teaching of any pupils in special circumstances, e.g. those who are still on the school's register but are being taught otherwise than at school; • a brief (one page per key stage) overview of the programmes of study, with main content, religions studied and links to the Agreed Syllabus; • medium term schemes of work, giving details of attainment targets, resources to be used, objectives for learning, assessment activities and expected outcomes; • a note of any particular support given to pupils with learning difficulties or to pupils from different ethnic groups; • a policy statement with brief notes on: your rationale for the subject; curriculum time for the subject; aims and objectives (as indicated by the Northamptonshire Agreed Syllabus); principles for teaching and learning; relevance to pupils; cross-curricular skills and themes (including Literacy, ICT and Personal, Social and Health Education and Citizenship); continuity and progression; assessment, recording and reporting arrangements; resources and planning; the role of the Head of Department or Subject Leader and arrangements for reviewing the policy.

<p>What standards are pupils achieving in RE? What progress are pupils making?</p> <p>Secondary schools will include examination results here.</p> <ul style="list-style-type: none"> • Are moderated exemplars of pupils' work at different levels available? • Are the results of any tests or examinations (performance data) analysed and used in planning? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • assessment 'levels' as required by the Agreed Syllabus; • 'I can...' or 'skill ladder' levels used in the classroom; • examples of pupils' work at different levels; • for secondary schools, recent assessment results, with an analysis of the achievement of different groups within the school: girls and boys, ethnic and religious minority groups; pupils with special educational needs; • a note of any action to be taken in response to the assessment analysis.
<p>What is the quality of teaching and learning in RE?</p> <ul style="list-style-type: none"> • Is there an indication of sufficient expertise within staffing to ensure high quality? • What monitoring of teaching and learning has taken place recently? • Are there sufficient, relevant and up-to-date resources available? • Are teachers aware of and using the LA and SACRE's training and support provision? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • a list of colleagues teaching RE in each key stage, with an indication of RE expertise, experience and relevant INSET undertaken; • notes on monitoring procedures, e.g. trawl of pupils' books or interviews with a selection of pupils, measured against a checklist of agreed criteria, such as: 'Is pupils' learning following the scheme of work?' 'Is pupils' work being marked regularly and is marking consistent with the department or school assessment policy?' 'Are pupils being set constructive targets for improvement?' • an audit of resources: books, videos, artefacts, CD-ROMs, audio-tapes, recommended websites, list of speakers used and places of worship visited.

<p>What is the impact of the quality of leadership and management on RE?</p> <ul style="list-style-type: none">• Is there an indication of consultation with other members of staff on RE matters?• Is there an action/development plan for RE with clear, costed objectives and targets? Appropriate budget?• How does the subject contribute to spiritual, moral, social and cultural development and community cohesion?• Does the subject contribute actively to the school's inclusion agenda?• Is there an indication of how Teaching Assistants are used in RE? Are arrangements in place for supply teachers covering RE lessons? Is RE left for PPA cover more than other subjects?	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none">• notes on any meetings with colleagues discussing RE development;• an action/development plan for RE which focuses on raising standards;• a budget statement showing a record of spending for the RE department and plans for the coming year;• highlighted sections of the scheme of work where specific activities are designed to provide opportunities for pupils' spiritual, moral, social and cultural development and community cohesion;• a policy statement on RE, inclusion and support for pupils with additional and special educational needs, including for gifted and talented;• a list of strategies for pupils with different needs and a sample of advice provided for learning support assistants and work produced by supported pupils;• a policy statement on arrangements for supply teachers, indicating procedures for leaving lesson plans, and the location of resources and support.
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<p>What other factors are having an impact on pupils' achievements in RE?</p> <ul style="list-style-type: none"> • Are there RE trips and visits which contribute to the aims of the Agreed Syllabus? • Are there visits from members of different faith communities which contribute to the aims of the Agreed Syllabus? Are these accessible to all pupils? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • organisational notes on, and evaluation of, visits, with links to the scheme of work, risk analysis and insurance arrangements; • any special support given to gifted and talented and higher attaining pupils in RE; • a list of contact details for a range of speakers; • guidance for visits and visitors, e.g. as published by National Association of Teachers of RE (NATRE) and available on the CD Rom which accompanies the Agreed Syllabus.
<p>How have quality and standards <i>changed</i> since the previous inspection?</p> <ul style="list-style-type: none"> • Has the impact of any action taken since the last inspection been monitored and evaluated? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • a 'before and after' summary of the impact of action taken since the last inspection; e.g., planned responses to the new Agreed Syllabus; the introduction of a new assessment scheme, the introduction of a new exam specification, the use of a new text book, the use of new ICT facilities such as an interactive whiteboard, new marking procedures, new staffing arrangements, etc.
<p>What are the current priorities for development of RE in the school?</p>	<p><i>Information on action plan annotated to show:</i></p> <ul style="list-style-type: none"> • examples of work completed against current aspects of the action plan; • suggestions for priorities for the future.

A sample completed primary SEF is included here to provide extra support for the Non Specialist Primary RE Subject Leader.

SAMPLE RE SEF: Primary

Summary of RE Provision

Area:	Self Evaluation Grades 1 – 4 1 = Outstanding, 2= Good, 3 = Satisfactory, 4 = Cause for concern	School Commentary:
What is the quality of our RE provision?	2	<ul style="list-style-type: none"> • RE folder indicates aims and objectives for RE are in line with the locally Agreed Syllabus (RE folder); • All statutory requirements met in Foundation Stage, KS1 and KS2, with at least 1 hour per week taught in KS1 and 2; • School prospectus contains information about withdrawal and invitation to speak to Head teacher about RE (prospectus); • RE timetabled into whole staff meeting cycle, at least once per year with more input when a focus e.g. New Agreed Syllabus (see staff handbook); • RE Subject Leader attends regular LA training and Network meetings (INSET evaluations); • Recent ½ day meeting between Subject Leader and RE Adviser on developing work in 'Learning from Religion and Belief'; • 2 NQTs started this year in Yr 3 and 5; they had little RE in their training but received support from SL. Have not had opportunity to observe others teaching RE (notes of termly meetings); • Planning scrutiny and book trawl show a good balance of activities and children's achievement in line with other subjects. Pupil interviews and comments from teachers show teachers would value input on 'Learning From' • Visits to places of worship from Yr 2 – Yr 6. Church, Mosque, and Gurdwara visited. 90 pupils involved.

<p>What standards are pupils achieving in RE? What progress are pupils making? Secondary schools will include examination results here.</p>	2	<ul style="list-style-type: none"> • Annotated work scrutinised at the end of each year shows that achievement is in line with the expectations of the Agreed Syllabus; • Last year 85% achieved L2 or above by the end of Y2 and 80% achieved L4 or above by end of Y6. Some concern that most able are not reaching higher levels; • No significant differences between the attainment of girls and boys.
<p>What is the quality of teaching and learning in RE?</p>	2	<ul style="list-style-type: none"> • Evidence from work scrutiny shows that in most year groups a range of activities occurs to meet learners' needs, although this needs to be further developed in Y5 and 6 (see notes from scrutiny); • Good use is made of IEPs and teaching assistants to provide suitable provision for all children (example of TA planning); • Curriculum fully meets the requirements of the Agreed Syllabus in Foundation Stage, KS1 and 2 (scheme of work); • Using the adapted exemplar SACRE units of work ensures that there is very good progression in learning throughout the school; • Five major world religions are encountered in depth during the SoW (Christianity, Judaism, Hinduism, Islam, and Sikhism) and examples from worldwide Christianity, Humanism and other worldviews are used (SoW); • Good use of TAs; class teachers involve them in the planning of RE lessons (TA planning); • No pupils currently withdrawn from RE; • Very good use is made of SACRE Foundation Stage exemplar units and PoS from the AS to provide RE learning experiences, mapped against the EYFS outcomes (see FS planning). Good teaching occurs using religious artefacts and stories to allow children to engage with the religious material, which generates much curiosity and allows children to respond from their own experiences (see lesson observation by HT); • Techniques used for teaching include discussion; Community of Enquiry, guided visualisation and drama (see notes from planning and book scrutiny).
<p>What is the impact of the quality of leadership and management on RE?</p>	2	<ul style="list-style-type: none"> • Head teacher supports RE through inclusion on whole staff meeting cycle, generous primary budget allocation (£700), and promotes visits and visitors; • Subject Leader in post for 5 years, has effectively introduced new SoW, adapting SACRE's exemplified units of work; committed to own development through attending LA courses and Network meetings; • Monitoring occurs according to school evaluation cycle; this has involved biannual work

	<ul style="list-style-type: none"> • scrutiny across the school and teachers' plans; • Subject Leader has not yet seen lessons taught although HT and DHT have (self-evaluation file); • Subject Leader responsible for maintaining resources; these are kept centrally and are catalogued and boxed for each unit of work; • Work. School also accesses resources in local Secondary School and Race Equality Centre; • The 2 NQTs in the school have received support from the SL; • Greater use is being made of the interactive whiteboards; the ICT suite is used well with Yr 5 work on Christian Aid and Islamic Relief; • Link Governor meets twice a year to discuss RE action plan; • Governors received presentation from SL last year (presentation slides in RE Handbook).
What other factors are having an impact on pupils' achievements in RE?	<ul style="list-style-type: none"> • Increase in visitors and visits to places of worship; improved engagement and understanding of pupils; • Links to SEAL units; • Spirited Arts annual competition and related gallery display increases interest of all children, particularly those who enjoy expressing themselves artistically.
How have the quality and standards in RE changed since the last inspection?	<ul style="list-style-type: none"> • Very good use has been made of the Agreed Syllabus Support Materials to improve the planning and delivery of RE; • Teachers make better use of artefacts and resources because of the way they are managed by SL; • Assessments now in place in all year groups.
What are the current priorities for development of RE in the school?	<ul style="list-style-type: none"> • Resource interactive whiteboard activities; • Ensure that staff who are moving year groups are confident with the scheme; • Provide whole school training on RE and thinking skills strategies; • Provide training for KS1 on creative storytelling boxes; • Work with Geography, History and PSHE co-ordinators to plan sample themed topics to teach for each year group.

FORM TO FILL IN AND RETURN TO SACRE DURING THE TERM AFTER AN OFSTED INSPECTION

Summary of RE Provision

This report to SACRE is also useful for inspection and for monitoring of RE within any school.

Area: 1 = Outstanding, 2= Good, 3 = Satisfactory, 4 = Cause for concern	Self Evaluation Grades 1 – 4	School Commentary:
What is the quality of our RE provision?		Commentary
What standards are pupils achieving in RE? What progress are pupils making? Secondary schools will include GCSE results in this.		Commentary
What is the quality of teaching and learning in RE?		Commentary

What is the impact of the quality of leadership and management on RE?		Commentary
What other factors are having an impact on pupils' achievements in RE?	Commentary	
How have the quality and standards in RE changed since the last inspection?	Commentary	
What are the current priorities for development of RE in the school?	Commentary	

Effective Subject Leadership

RE is taught by many teachers with different specialisms. Most schools recognise that the appointment of a Subject Leader, or someone with a clear responsibility for RE as part of a TLR responsibility, is basic to good practice. The Agreed Syllabus Conference takes this view: in Primary and Secondary schools alike, quality in RE is dependent upon the quality of subject leadership. This is an issue for Governors and school leaders.

This brief section does not give complete guidance to the Subject Leader about the role. Teachers should attend the training for “New to RE Subject Leadership” provided by the Local Authority. They should also consult the OFSTED Framework for Inspection, the Teacher Training Agency’s ‘Standards for Subject Leaders’ and the joint publication by PCFRE, AREIAC and AULRE ‘Standards for Subject Leaders in Religious Education’ (1999), available on the Better RE website. (<http://betterre.reonline.org.uk/>)

Policy

It is basic good practice for schools to appoint an RE Subject Leader and to agree a policy for RE. Many schools have a link governor for RE. Schools may wish to review their policy as they implement this Agreed Syllabus during 20011/12, so we have included a sample policy (for RE in a Primary school) in the Support Materials for the Agreed Syllabus. The syllabus is broad and flexible, so school policy should state clearly how the staff and governors wish to implement the RE curriculum in their own context.

Monitoring and Self-Evaluation

The RE Subject Leader can support and guide colleagues through an active monitoring role.

It is appropriate for RE Subject Leaders to consider whether:

- ❑ there a **planned programme** of RE for each class, in accordance with the Agreed Syllabus;
- ❑ RE is taught discretely, through themed units, or a mixture of these approaches;
- ❑ the **curriculum time** for RE is at or above the minimum time endorsed by the Agreed Syllabus (this can be taken over a term, year or key stage);
- ❑ **resources** for RE are of good quality and used appropriately. Are resources varied, challenging, accurate and authentic?
- ❑ the taught programme of RE addresses the **programmes of study and key questions** from the Agreed Syllabus appropriately;
- ❑ there is a suitable **balance between the attainment targets** (AT1: Learning about Religion and Belief; AT2: *Learning from Religion and Belief*);
- ❑ teachers have **clear objectives** and **set high expectations** in RE. (This will be informed by the eight level scale and assessment guidance in the Agreed Syllabus.)
- ❑ high standards of attainment in RE are promoted through high expectations of pupil progress and a **challenging RE curriculum** for all pupils;
- ❑ **RE lessons are well structured;**
- ❑ teaching and learning in RE are **suitably paced;**
- ❑ there is a suitable proportion of **direct teaching** in RE, with resources used effectively to model methods;
- ❑ **whole class work, discussion and questioning** enable all pupils to make progress and take part;
- ❑ how teaching provides **opportunities for the spiritual, moral, social and cultural development** of pupils;
- ❑ **opportunities for spiritual and moral development are identified** and developed for all the pupils;
- ❑ **group work** is well organised for learning in RE;
- ❑ the taught programme of RE provides balanced **opportunities for varied learning preferences**. Are there good opportunities for visual, auditory and kinaesthetic learning?;
- ❑ RE teaching provides **varied opportunities for pupils to develop** ideas, arguments, thoughtful reflections and questions of their own;
- ❑ **support staff** are deployed effectively to support learning in RE;
- ❑ pupils with a variety of **special needs**, including the more able pupils, make appropriate progress in RE;
- ❑ opportunities for pupils to use and enhance their **ICT skills** are embedded in teaching and learning in RE;
- ❑ the RE curriculum is enriched by **visits and visitors**.

Monitoring of planning and pupil work

Monitoring teachers' planning and samples of pupils' work is an extremely effective way of getting a snapshot of RE across the whole school. It is good practice to collect and scrutinise planning and a sample of pupils' work twice a year. When scrutinising planning and pupil work you may want to fill in the following proforma to focus your monitoring and inform your feedback to staff. These forms can then be précised into a report for the Senior Leadership Team and will inform the completion of the RE SEF.

Focus of scrutiny	Commentary
<p>Strengths of planning</p> <ul style="list-style-type: none"> -variety of learning activities -open questioning -effective use and selection of resources -use of discussion and reflection activities -planning follows the school scheme of work 	
<p>Balance of Learning About and Learning From Religion and Belief</p> <ul style="list-style-type: none"> -resources used to show the diversity of faith e.g. world wide Christianity -evidence of opportunities to consider own ideas and listen to those of others -time to consider fundamental questions of life -opportunities to reflect on own ideas and beliefs in the light of what they have learnt 	
<p>Commentary on pupils' work (cross-section of abilities)</p> <ul style="list-style-type: none"> -work is differentiated -work matches planning -marking relates to the learning objective and offers next steps in learning or ideas for the pupil to consider -work shows a variety of activities being undertaken 	
<p>Strengths and areas of improvement for feedback</p> <ul style="list-style-type: none"> - strengths - development areas (no more than three) 	

Pupil Interviews

Pupil interviews are another way of gaining information about RE across the school. The following is a series of questions to adapt for your own focused pupil interviews.

Sample RE Pupil Interview questions:

Introduction

Explain who you are and what you are going to do. Share with the pupils why you would like to ask the following questions. Explain to the pupils what will happen to their answers.

Context

What is your name?

How old are you?

Can you tell me about some of the things you have been doing in school today/ this week/ this half term?

Attitude to RE

1. How often do you have RE lessons?
2. At school, in RE, you learn about Jesus, and perhaps about the Buddha, Moses, or Muhammad (pbuh). Do you enjoy these bits of school? Can you say why? Please tell me what you like about RE.

For older pupils

1. Does what you learn in RE help you in other lessons?
2. Does what you learn in RE help you in other parts of your life?

Types of learning

1. What types of work do you do in your RE lessons?
2. How do you record your ideas?
3. What have you learnt about this year?

Curriculum coverage

1. Which is your favourite part of RE?
2. Are there any parts of RE you don't like?
3. What would you like to do more of?

Targets

1. What do you need to do next to improve your work in RE?
2. How do you know?
3. How will you know when you have achieved this?
4. What do you do when something gets difficult? What, or who, helps you?

You may also want to ask pupils to complete a mind map on RE, specifying branches for response.

Observation

Teachers find observation of RE teaching both challenging and reassuring. Subject leaders may wish to take a lead in being observed: this is good practice. Observations will take place as part of the planned school timetable of observations and will not necessarily be part of a school observation focus in every academic year. The implementation of the new syllabus may be a good time to carry out some focused RE observations. Professional approaches to RE will make space for teachers to be observed and to observe others teaching RE where helpful, and to benefit from team working.

A programme of observation is often most effective if it runs alongside opportunities for in service professional development, and if the focus is clear; for example, on a particular religion, or on learning from religion, or on skills of reflection.

In observing RE teaching, subject leaders may find the observation sheet on the next page gives focus to their monitoring and to staff development issues.

RE Monitoring: Discussion sheet

Issue or question being addressed:	Observer's commentary
What were the objectives of the RE lesson?	
How effectively were the objectives shared with the pupils?	
What was expected of the pupils? Were expectations challenging? Were they appropriately focused on RE objectives?	
What was the structure of the lesson and the learning tasks set by the teacher? Did the tasks enable Learning About and From Religion and Beliefs (AT 1+2)?	
What resources were available? Did teaching make good use of resources for religious learning? Did the learning environment support the lesson?	
In what ways did the teaching provide opportunities for the spiritual, moral, social and/or cultural development of pupils?	
What was the balance of time between direct teaching and the tasks pupils worked on?	
What religious concepts and vocabulary were being taught and/or reinforced?	
In what ways did questioning develop pupils' religious understanding? How did pupils respond, especially to open questioning?	
What strategies were used to match work to pupils' needs (group work, differentiated resources or progressively graded tasks, individual work)?	
Did pupils have opportunities to respond for themselves, reflect on ideas and questions, relate religion to their own experience, and learn from religion? Was this effective?	

How did the lesson conclude? Was learning made explicit by pupils themselves? Could they say what they had learned?	
Was the deployment of any support staff effective?	

A Sample RE Policy for a Primary School



Religious Education Policy

This policy has been adopted by the Governors in consultation with the RE Subject Leader and teaching staff. It was approved by Governors on..... and will be reviewed on...

National and Legal Framework

RE at *YYYY Primary* will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for Religious Education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally Agreed Syllabus for Northamptonshire (SACRE 2011-2016).

Whole School Aims and Objectives

At xxxx our Mission is “to.....”

RE has an important contribution to make towards this by providing a caring environment where children feel secure and able to express their views and beliefs. They are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others.

Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith groups to help develop this aim.

Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;

- enhance their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

Right of Withdrawal

In keeping with the law, parents may withdraw their children from Religious Education provided they give written notification to the school. The school will ensure that suitable supervision is provided. Please refer to the Subject Leader or Head teacher any questions from parents about withdrawals. There are no pupils withdrawn from RE at present.

We note that teachers can exercise their right to withdraw from teaching RE if they wish to do so but must give notice of their intention in writing to the Governing Body.

RE does not seek to urge religious beliefs on children or staff, or to compromise the integrity of their own beliefs by promoting one religion over another.

We hope that all parents and teachers will feel comfortable with the open Religious Education being taught at our school and we encourage the participation of all.

Other School Policies

Equal Opportunities

In keeping with the aims of the school policy for equal opportunities, the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

ICT

ICT contributes towards the objectives of RE by the use of:

- Interactive whiteboards;
- Internet;
- CDs/Video and other multi media;
- Digital photography;
- Power-point presentations etc.

PSHE, Citizenship and Community Cohesion

Religious Education looks at moral codes and values that underpin people's behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs which help to prepare children to become valuable citizens in a culturally diverse society.

We try to ensure that visitors from different Faith Communities and cultural backgrounds and visits to places of worship both within the immediate community and the wider community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through Religious Education.

Spiritual, Moral, Social and Cultural Development

Religious Education plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to their social and cultural development. This is outlined in detail in the Agreed Syllabus.

Literacy

RE embeds skills of literacy in a variety of ways. For example, speaking and listening skills, drama conventions, reading different texts and writing in different genres.

Collective Worship

Religious Education is different in nature to both Worship and Assembly. The aims and objectives of RE are different and distinct from those of Collective Worship. RE is about developing skills, knowledge and understanding in order to make decisions about the important questions. Worship is about being given the opportunity to participate in an experience which can lead to a heightened sense of spiritual awareness. Assembly can emphasise the more ritual and ceremonial aspects of worship and can be used as a springboard from which to launch a project or inspire a larger number of children at one time.

Religious Education cannot be taught wholly through assemblies. The assembly context does not give the opportunity for the exercise of many skills; for example, research, which is a part of Religious Education for which a classroom context is essential.

Assembly, Worship and Religious Education are distinctive activities which help the school deliver a broad and balanced curriculum.

Context

- The context of RE at YYYY **Primary** is that of a small / large urban / rural primary school, serving children in the age range...
- We work to the Northamptonshire Agreed Syllabus.
- We recognise the variety of religious and non - religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local faith communities in RE and in general.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

We feel that it is important that the children are not only introduced to the faiths of those within their school community but also to those faiths represented in the wider community.

An introduction to the key beliefs, practices and impact of faith will hopefully lead to understanding, sensitivity and respect for fellow humankind.

Religious Education helps this by welcoming visitors from other cultures and beliefs to talk to the pupils and by pupils experiencing visits to diverse places of worship themselves. Pupils also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship.

Time Allocation

RE is part of the Basic Curriculum and all schools are required to teach RE to all pupils on the school roll, except where parents exercise their right of withdrawal. The QCDA recommended and exemplified a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation endorsed by the Northamptonshire Agreed Syllabus. The time allocated at YYYY *Primary* will be ___ hours per year at Key Stage One and ___ hours per year at Key Stage Two. RE will form part of the planning in the EYFS; the time allocation expected is equivalent to 30 hours of direct teacher input over YR. RE curriculum time does not include assembly or Collective Worship, even where the assembly provides a starting point for curricular work.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Agreed Syllabus. RE will be based around termly themes or cross curricular units in Key Stage One, where Christianity and Judaism will be the major religions studied. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to Islam in Years 3 and 4, and the Hindu and Sikh traditions in Years 5 and 6.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can use the “Beginner’s Guide to religions” in the Agreed Syllabus Support Materials. Further materials are available from the RE Subject Leader.

Teaching and Learning Styles

OFSTED reports suggest that the range of teaching and learning strategies in use in RE is often too narrow, in the over-use of stories and a limited range of drawing and written tasks. Our policy is to aim to ensure that a variety of teaching and learning styles are adopted by teachers in Religious Education to allow access by all pupils. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which we use are:

- Dramatic conventions;
- Group work;
- Individual reflection;
- Use of music and art;
- Artefact handling;
- Multi - sensory approaches;
- Visits and visitors;
- Use of ICT;
- Use of photos, posters, DVDs.

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Attainment Targets of the Agreed Syllabus in a balanced way.

Resources

A wide range of resources are in place for each topic area within Religious Education. These are all individually boxed according to religion and a list of contents for each resource box is displayed on the front of each box and a master copy to be given to each teacher to put into their RE files. Resources are stored in _____, and should be returned after use.

In addition, there is also a book rack where a selection of posters and 'big books' can be found to complement topics within RE.

The school has invested in new books, religious artefacts, videos/DVDs, picture packs and posters, and staff may need to familiarise themselves with the new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. Teachers may choose to use these in RE. There is a range of RE 'big books' which can be used across the age range as well. Staff are invited to suggest gaps in the resources for future spending.

Visits to Places of Worship

We are able to visit _____ and _____ in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We shall aim to use this valuable resource for all classes. Children will have the opportunity to make the following visits during their time at **YYYY Primary**.

Year R

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

The RE Subject Leader will support you to organise these educational visits. Guidance for planning visits is provided on the CD Rom of Support Materials which accompanies the Agreed Syllabus.

Matching Work to Pupils' Needs

Whole school policy with regard to special educational needs, the gifted and talented and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'.

Special Educational Needs

RE contributes towards the policy by ensuring that pupils with learning difficulties are able to:

- Develop their self-confidence and awareness;
- Understand the world they live in as individuals and as members of groups;
- Bring their own experiences and understanding of life into the classroom;
- Develop positive attitudes towards others, respecting their beliefs and experience;
- Reflect on and consider their own values and those of others;
- Deal with issues that form the basis for personal choices and behaviour.

Access to RE for pupils with learning difficulties can be improved by:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden;
- Giving pupils first hand experiences, for example, visitors to schools, visits to religious buildings, involvement in festivals;
- Organizing a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;

- Using a range of resources, for example, interactive/sensory stimuli, information and communication technology (ICT), to increase pupils' knowledge of religions and the elements in them;
- Using specialist aids and equipment;
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves;
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing.
- Being aware of the pace at which pupils work and of the physical and mental effort required.
- Balancing consistency and challenge, according to individual needs.

Gifted and Talented

Gifted in Religious Education is not the same as being religiously gifted.

Gifted and talented pupils in RE are identified by teachers as those pupils who:

- Show high levels of insight into and discernment beyond, the obvious and ordinary;
- Make sense of and draw meaning from religious symbols, metaphors, texts and practices;
- Are sensitive to, or aware of, the mysteries of life and have a feeling for how these are explored and expressed;
- Understand, apply and transfer ideas and concepts across topics in Religious Education and into other religious and cultural contexts.

It is important that the full range and scope of Religious Education activities and learning experiences give pupils access to high levels of attainment. For example, pupils who are gifted and talented in Religious Education should be appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena;
- Setting extension tasks to encourage greater depth of understanding;
- Using authentic materials from a faith;
- Focusing on interpretation of symbol, metaphor, text and story and the ways in which these stimulate reflection on meaning and discernment;
- Challenging and developing use of spoken and written religious language with both sacred texts and general literature;
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials;
- Using questions and tasks from later key stages to stimulate responses through argument, analysis and prediction;
- Encouraging pupils to make connections between their work in RE and other subjects.

Assessment, Recording and Reporting

In line with the requirements of the Agreed Syllabus for RE, we use Level Descriptions to help make judgements about pupil progress and attainment. Pupils' work in RE is assessed by making informal judgements both by staff and the pupils themselves during lessons and at the end of a unit of work. These judgements are used by the teacher to decide 'where next' within a lesson and within the unit, as well as the next time that particular skill, attitude or knowledge is encountered. In addition, a limited number of more formal assessments take place during the year where the pupils will be given a level of attainment.

All teachers have the Level Descriptions, a 'Skills Ladder of Progress' and a bank of pupil speak 'I can' statements linked to the Level Descriptions for both attainment targets, which they can draw upon for

setting lesson objectives, end of unit evaluations and for reporting to children, parents and staff as appropriate.

An annual report for RE informs parents of their child's progress and attainment, as required by law. We will make specific, individual, accurate comments on each child's progress in RE in this report, based on regular monitoring of work with regard to the attainment targets of the Agreed Syllabus. We will transfer this information to new schools when pupils leave us.

[Add in information about expectations for assessments in each year group. Assessments should use the 'Skills Ladder of Progress' and 'I can' statements to identify next steps in pupils' learning.]

A folder of examples of pupils' work, which is designed to help teachers make judgments about attainment and progress, is available in _____. Staff are asked to add to it copies of pupils' work that provide clear evidence of achievement. This approach to exemplifying standards aims to clarify our understanding of what makes for quality in learning about religion and belief and learning from religion and belief.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next ____ years and then be fully reviewed by all staff and governors. To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to return a copy of the medium term plan for RE, or plan of the theme with RE highlighted, to the coordinator each term. The coordinator's role includes monitoring and evaluation of this policy in practice. We maintain a 'self evaluation' of our RE work in readiness for inspection.

Self Evaluation, RE and Inspection

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self - evaluation and review.

Transition to Secondary Education

We use the final term in Year 6 to review learning in RE. We provide the schools our pupils move on to with a simple statement of the religions and topics they have been studying as part of their transition information.

Named RE Subject Leader:

Head Teacher:

Link Governor:

Date:

Review Date: