



**ST EGWIN'S C.E.
MIDDLE SCHOOL**

Religious Education Policy Statement

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ST EGWIN'S C.E. MIDDLE SCHOOL RELIGIOUS EDUCATION

Policy Statement

Introduction

This policy is underpinned by St Egwin's C.E vision and values:

Our Vision

Our Community fosters dignity by valuing every individual and their God-given uniqueness. We endeavour to act justly, showing love and respect. We thrive through growing resilience and living together gratefully with joy.

Our Values

Love - *'Love is patient and **kind**; love does not envy or boast; it is not arrogant or rude.'*
Corinthians 13:4

Respect - *'So in everything, do to **others** what you would have them do to you...'*
Matthew 7:12

Endeavour - *'Whatever you do, **work at it with all your heart**, as working for the Lord...'*
Colossians 3:23

Religious Education is about extending and deepening knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context.

The content is concerned with people's beliefs and the effect these beliefs have on their lifestyles and behaviour. It aims to develop a range of appropriate skills and an understanding of religious concepts.

RE is also concerned with the spiritual dimension of life and the search for meaning and purpose both by believers and by pupils themselves.

Aims of Religious Education at St. Egwin's

These are as outlined in the Worcestershire Local Agreed Syllabus (2020 - 25)

- ◆ To engage pupils in systematic enquiry into significant human questions which religion and world views address so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- ◆ To provide pupils with knowledge and understanding of Christianity, other principal religious traditions and worldviews represented in Great Britain;
- ◆ To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook;

- ◆ To develop in pupils the capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth;
- ◆ To encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own.
- ◆ Contribute through the curriculum, to the development of British values in the school community.
- ◆ To promote spiritual development in its broadest sense eg self-awareness, curiosity, resilience, values

In addition, the following are linked to whole school aims

- ◆ To enable pupils to communicate effectively orally, in writing and by listening.
- ◆ To promote the development of social and moral aspects of behaviour skills, self-appraisal and self-esteem.

Objectives of Religious Education at St. Egwin's

Religious Education at St. Egwin's will:

- Extend pupils' knowledge and understanding of Christianity, Judaism, Islam and Sikhism, Buddhism, Hinduism and some Worldviews.
- Enable pupils to gain some knowledge of the religions, worldviews studied.
- Help pupils to appreciate that symbols and artefacts often express the key ideas and feelings of a religion and may act as a focus for the expression of faith.
- Develop their ability to see issues from the point of view of others and acknowledge their validity.
- Encourage pupils to develop positive attitudes to the diversity of belief and lifestyle within our society
- Develop British values in pupils through the study of RE
- Enable pupils to distinguish between fact, opinion and belief and to explore the levels of meaning of truth.
- Develop the pupils' capacity to engage in enquiry into religious topics and their ability to express their own responses, thoughts, feelings, attitudes and beliefs clearly.
- Promote the understanding that all should be treated equally whatever their belief, colour, gender or ethnicity and contribute to the breaking down of stereotypes.
- Enable pupils to continue to develop a critical understanding and awareness of the world around them and to appreciate the contribution of the arts and literature to religious experience.
- Encourage both the development of each pupil as a person in their own right, with their own identity and moral autonomy.
- Develop discussion skills.
- To develop a range of skills: Investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, evaluating

To develop attitudes: Curiosity and wonder, commitment, fairness, respect, self understanding, open-mindedness, critical mindedness, enquiry

- Develop a sense of spirituality
- Develop life skills
- Develop academic skills

Curriculum Statement

At present RE is taught in mixed ability groups at Key Stage 3 and Key Stage 2, for 60 minutes a week in a 2 week timetable. There is no specialist RE room.

The curriculum reflects the legal requirement of the Education Act 1996 that Christianity should be the predominant religion taught. In addition, following consultation within the pyramid, the following principal religions are also taught in each Key Stage to varying degrees:

- Key Stage 2: Judaism, Hinduism and Islam
- Key Stage 3: Islam, Sikhism, Hinduism, Judaism and Buddhism.

The subject manager liaises with the High School via Pyramid meetings every term.

The programmes of study are taught systematically through Big Questions in each Key Stage. The locally Agreed Syllabus 2020 – 2025 is beginning to form the basis of the Scheme of Work.

Parents have the right to withdraw their child from RE. If this happens then the school must be contacted by the parent. A letter will be sent to the parent explaining the legal position and inviting them to a meeting. If the parent attends the meeting then the aims of the subject and the content will be shared. If the parent still wishes to withdraw then that right should be upheld. A parent must provide appropriate work for the pupil to undertake for the RE lesson. The school will provide a place in school for the pupil to work.

The planned themes in each Year can be found on the RE area on the school website. It is called the 'learning journey.' This may change as the syllabus develops in line with the new Worcestershire Agreed Syllabus (2020 - 25)

All Schemes of Work are located on the network for staff to access, allowing easy updating and ensuring available materials are current.

Teaching and Learning Strategies

These are identified in the individual lesson plans. Pupils may work individually, in pairs, in small groups or as a whole class.

The following strategies are adopted throughout the scheme of work. The list is not exhaustive:

- Teacher presentation
- Video presentation
- Textbook presentation
- Use of artefacts/pictures
- Listening to stories
- Use of ICT – web sites, CD Rom
- Art work
- Asking questions – teacher
- Asking questions - pupil
- Extracting information from different sources
- Selecting and organising information and evidence
- Responding/reflecting/ meditating
- Explaining
- Comparing and contrasting

- Taking the place of the believer (empathy)
- Visits / visitors
- Music
- Role play
- Discussion

Differentiation

Differentiation may take the following forms

- By content – adapting the material to be accessible to all pupils eg readability.
- By resource – providing different materials to different pupils depending on ability.
- By task – support materials in the form of activity sheets, word banks and writing frames for the less able, and extension tasks.
- By support – either teacher support for the weaker pupils planned paired work to encourage pupils to support one another or particular use of Teaching Assistants when available.
- By outcome.

Assessment of Progress

There is at present no required assessment in RE but it is essential that it is treated like all other curriculum subjects. An assessment will be set regularly and recorded on the Pupil Progress Tracker sheet which can be found at the back of pupils' exercise books. Pupils' Bands will also be recorded on the whole school tracking system as per school policy.

Assessment is in line with the school policy. It arises out of tasks and activities which emerge from planning for the knowledge, understanding and skills required by the programmes of study of the Local Agreed Syllabus.

Assessments are marked according to a set of criteria. Pupils will be familiar with this criteria which will be presented as a Band. Feedback after assessment may come in the form of Whole Class Feedback or feedback sheets.

Feedback

Feedback should not be onerous, and work is marked in accordance with the school and RE policy.

- To encourage better quality marking in RE exercise books may be collected in on a rota basis in each teaching group weekly
- Not all pieces of work need to be comment marked
- Some marking will be done using a general marking sheet
- Some marking will be peer assessment
- Where pieces of work are mostly copying of notes the teacher should read through, check the spellings of subject-specific vocabulary and ensure the notes are complete.

- Written pieces and drawings which are largely the work of the pupil – their own explanation, reflection or response – the teacher should check the accuracy of the work, comment on the content, its fluency and reasoning, the way the work has been organised and presented. Merits may be awarded. Postcards may be sent home for sustained excellence in RE.
- Assessed pieces of work will be marked in accordance with our Banding system. Feedback will be given. Pupils will keep a record in the back of their exercise books.

Religious Education and Literacy across the Curriculum

At present the literacy objectives are implicit in the lesson plans and assessed tasks in all year groups.

Religious Education and ICT

At present the use of ICT by pupils is limited by the availability of, and access to, the ICT area. However, interactive whiteboards are used to support learning.

Some lessons are planned to make use of a number of websites. In line with ICTAC (ICT across the curriculum) the use of ICT will be combined with awareness of online safety education

The use of ICT to present work in the form of written documents, multimedia presentations and websites will enhance the learning of pupils.

Homework

Homework will be set every week at KS3.

Homework will be set on occasion at Key Stage 2.

RE and the local religious community

The Department encourages links with All Saints Church through visits from the vicar and a Year 6 visit to the Church.

Each year we engage with the Baptist Church, welcoming the Baptist Action Team into school.

The school is signed up as a referrer to Caring Hands food bank

We have links with Christian Aid