

Religious Education Policy

Aim:

At Landgate School we aim to promote the spiritual, moral, and cultural development of all learners. Religious Education is a compulsory subject and forms part of the National Curriculum.

Landgate follows the Wigan Syllabus for Religious Education. RE is taught by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community.

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. At Landgate School we seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives.

Objectives:

Learners to;

- Form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- Enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- Develop a sense of awe and wonder about the world around them.
- Understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- Develop self-awareness and self-respect.
- Develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- Develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.

Key Stage 1

At Landgate each learner has an identified stage on the Learning Ladder assessment system. Each learner is set aspirational targets and an individual learning plan to build their knowledge of the Religious Education curriculum. Learners access the curriculum through strategies including role play, stories, ICT input, sensory experiences, exploring religious items and external visits. Learning through play in Key Stage One increases learner's engagement and allows the theme to be fully explored and embedded into the wider curriculum.

Knowledge, Skills and Understanding

"Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about, and in response to questions about their ideas" (NCFRE p18).

A balanced curriculum would include:

1. **Learning about the place of religion and belief in their local community** – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.
2. **Learning about key features of Christianity** (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.
3. **Learning about key features of at least one other religion or non-religious worldview** (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or worldview.

Key Stage 2

At Landgate each learner has an identified stage on the Learning Ladder – assessment system. Each learner is set aspirational targets and an individual learning plan to build their knowledge of the Religious Education curriculum. Learners access the curriculum through strategies including role play, stories, ICT input, sensory experiences, exploring religious items and external visits. Learners are encouraged to be actively involved in their learning and the learning of others.

Knowledge, Skills and Understanding

“Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views” (NCFRE p21).

A balanced curriculum would include:

1. **Learning about the nature of religion and belief** exploring questions about the nature, truth, meaning and value of religion and belief
2. **Learning about Christianity**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
3. **Learning about Christianity**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
4. **Learning about at least two other religions and/or worldviews**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.

Key Stage 3

At Landgate each learner is identified a Learning Flight Path. Each learner is set an aspirational target and an individual learning plan to build their knowledge of the Religious Education curriculum. Teaching methods include those related to drama, music, art, and sensory exploration, interpretation of pictures, religious artefacts, photographs and external visits. Learners take an active role in their own learning through peer assessment, self-assessment and through taking part in discussions with their peers.

Knowledge, Skills and Understanding

'Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject-specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions' (NCFRE p24).

A balanced curriculum would include:

- 1. Learning about the nature of religion and belief**, exploring questions about the nature, truth, meaning and value of religion and belief.
- 2. Learning about Christianity**: in-depth and systematic study of the key theological ideas and the diversity of ways in which these are expressed.
- 3. Learning about at least one other religion and/or non-religious worldview**: an in-depth and systematic study of the key ideas and beliefs and exploring a diversity of ways in which these are expressed.

Parental Engagement

Parental engagement sessions are held to inform and support parents and carers in developing learners' skills through Religious Education. Parents and carers are also invited to attend annual services such as the school Christmas Carol Concert.

Monitoring arrangement

The Leadership team/ governors will:

- Monitor the work of each subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually. This includes access to the SES and attendance at link meetings where learner progress is reported.

Subject Leaders will:

- Will complete departmental SES in line with each data input. Self-Evaluation will take place through whole school systems of scheduled link meetings with staff, SLT and Governors.
- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents/ colleagues in their CPD.
- Keeping up to date with recent Religious Education developments.

Additional Information

- Resources are organised in boxes according to focus religion.
- Risk assessments for trips and external input are completed in line with the Educational Visits regulations.
- Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Head of School to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Head of School for the learner(s) to be supervised or engaged in another activity during this time.

Links to Policies

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits
- PSHE

Date approved:	
Review Date:	
Signed Executive Headteacher:	