

TRANMERE PARK PRIMARY SCHOOL

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Religious Education Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Religious Education Policy for Tranmere Park Primary School

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Aims
Religious Education at Tranmere Park Primary School will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in Leeds (Religious Studies). Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions (Philosophy). Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values (Ethics). These three areas together will nurture pupils' religious literacy.
What we teach
Tranmere Park Primary School teaches Religious Education according to the Leeds Agreed Syllabus 2015. To enable effective progression, the syllabus requires schools to teach RE through an evolving understanding of world faiths. Lessons may include reference to all faiths at any stage. Our school's RE programme of study will include systematic teaching of Christianity, Islam and a non-religious approach throughout all key stages, extending to Judaism and Sikhism in KS2. Religious Education should be taught to all pupils in full-time education. It is essential that RE enables children to share their own beliefs, viewpoint and ideas without embarrassment or ridicule. It is not the aim or objective of Religious Education to indoctrinate children with religious beliefs or to promote one religion over another.
How we teach Religious Education
<u>Foundation Stage</u> At Tranmere Park Primary pupils will encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories from a range of different religions and world views. Pupils will be introduced to subject-specific words and use all their senses to encounter beliefs and practices. They will be encouraged to ask questions and talk about their own feelings and experiences. Pupils will use their imagination and curiosity to develop an appreciation of, and wonder at, the natural world. They will learn to appreciate and value human beings, recognising and encountering diversity. RE particularly supports the development of: Communication and language; Personal, social and emotional development; Understanding the world.
<u>Key Stage 1</u> Pupils will develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They will use basic subject-specific vocabulary. They will start to raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views. In KS1 the teaching and learning will be focused around Christianity and Islam, alongside an understanding of non-religious approaches to life. Aspects of other faiths will also be included as appropriate, such as teaching about specific festivals or rituals.
<u>Key Stage 2</u> Pupils will extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary. They will be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils will respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views. At KS2, teaching and learning will build on the KS1 focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life. Aspects of other faiths will be included as appropriate, such as teaching about a specific concept, festival or practice. Religious Education will be taught weekly and blocked where appropriate.

How we assess Religious Education

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils' progress towards the end of key stage statements set out in the Leeds Agreed Syllabus 2015. The non-statutory units of work provide assessment examples based on this ladder of skills and knowledge, working towards the end of key stage assessments. After each unit staff will assess children's attainment in the key areas studied, using the Tranmere Park Foundation Stage Assessment documents.

Reports will be given to parents regarding children's progress in RE alongside other curriculum subjects. They will be informed on the report as to whether children are progressing as expected towards the relevant end of key stage statement.

How we monitor Religious Education

There is an ongoing cycle of subject monitoring at Tranmere Park Primary. The Subject Leader will be allocated a block of time during the academic year to monitor the subject across the phases linked to the whole school development priorities. This will focus on RE specific teaching and learning with reference to how we teach Religious Education and may include: classroom observations, talking to children and adults, planning annotations, looking through class RE big books and evidence of first hand experiences. Results of monitoring will inform the Subject Leader's action plan and subject self-evaluation at the end of the academic year.

The Subject Leader manages the long term plan for Religious Education. The Subject Leader also reports to the Head teacher at the end of the academic year, referring to the data analysis of each classes RE end of year data.

Resources

At Tranmere Park Primary School we recognise that the style and delivery of religious education is crucial to the child's enthusiasm and understanding. In order to make religious education a lively, active subject, we use a variety of teaching methods and resources. These include art, music, cookery, creative writing, discussion, debate, dance, drama, use of artefacts, photographs, DVDs, IWB materials and opportunities for periods of stillness and quiet reflection. We also visit places of worship and invite members of local religious communities to speak to the children.

Religious Education artefacts are kept in labelled drawers in the KS1 T-area. Teacher resource books are kept in the staff room and children's books on religion are kept in the appropriate library. The RE Subject Leader will be responsible for the managing and resourcing of the subject and provide support and assistance where necessary

Health & Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to Religious Education. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy. During their time here, pupils are taught the importance of safe handling artefacts and encouraged to assess and minimise risks with increasing independence.

Inclusion

At Tranmere Park Primary all pupils regardless of gender, race, religion, ability or disability will have the opportunity to experience a relevant and appropriate religious education curriculum.

Safeguarding

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.

Please refer to these additional policies to supplement this one: Single Equality Policy, SEN, PSHE, SMSC and Gifted and Talented Policy.