

Melin Primary School



R.E. Policy

April 2017



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

We live in an increasingly multi-cultural society where children need to acquire the knowledge, skills and attitudes to equip them for life in the 21st century. We, at Melin Primary School believe that the teaching of Religious Education develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for themselves and for others.

Aims

- To develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others.
- To develop the knowledge and understanding, skills, values and attitudes that will enable our learners to participate in our multi-ethnic society.

- To encourage knowledge and understanding of the beliefs and practices of religious traditions with particular emphasis on Christianity whilst giving recognition to other faiths.
- To encourage children to question the values and aspirations of their own lives, the lives of others and of society.

Planning and Organisation

Religious Education is planned and taught in accordance with the LEA's Agreed Syllabus. The school's scheme of work for Religious Education will form the basis for planning. This is Cornerstone's 'Love to Celebrate' publication.

The scheme of work and subsequent planning reflects the high emphasis the school places on the development of pupils' skills.

Foundation Phase

Comment [TR1]:

Organisation and Leadership

The school ensures curriculum coverage by following a mapped sequences of 'Love to Celebrate' ILPs over the pupil's time in the Foundation Phase. In Nursery and Reception, the pupils will follow the 'Our World' packs according to the curriculum map (Appendix A). Pupils in Year 1 and Year 2 will study Christianity and two other major world religions – Islam and Judaism with one religion being covered across a term. This will be allocated out in the curriculum map (Appendix A).

Planning and Resources

At Melin Primary School we are committed to raising standards of Numeracy and Literacy of all our pupils. These skills are taught and developed through all areas of the Foundation Phase curriculum where the pupils are provided with many varied opportunities for pupils to develop both their literacy and numeracy skills. Class teachers will assess and report progress to parents/carers through the year on parents' evenings and in the annual end of year pupil report.

The 'Love to Celebrate' ILPs contain links to the Literacy and Numeracy Frameworks which support application of literacy and numeracy across the curriculum.

Resources can be found in the R.E. resource areas or can be loaned from the ELRS. Visits and visitors will be made use of to bring 'memorable experiences' on which to 'scaffold'

the children's learning. Additional resources can be found on the Cornerstones Education website.

Teaching and Learning

Throughout their time in the Foundation Phase, children will be given opportunities to:

- Gain insight into religion, religious people and religious aspects of life
- Explore how religion has influenced and guided people's lives, past and present, including the emphasis of religion on spirituality and religious experience in Wales and the wider world
- Pose questions about beliefs, values and actions that arise from exploration
- Investigate and express meaning through signs, symbols, artefacts and imagery
- Express personal responses to personal, religious and moral questions
- Explore our responsibility and the responsibility of religion for living things and for the natural world
- Ask and explore more complex questions about the world, human experience and aspects of religion.

Following the Cornerstones ILPs, the four stage process will enable the pupils to:

- Engage with a short and easy to deliver memorable experience which introduces the children to a concept which will be explored further in the ILP
- Develop and deepen their understanding of the themes in the ILP
- Innovate and work independently
- Express their knowledge and extend their understanding or celebrate their achievements.

Key Stage Two

Comment [TR2]:

Organisation and Leadership

The school ensures curriculum coverage by following a mapped sequences of 'Love to Celebrate' ILPs over the pupil's time in Key Stage Two. Pupils in Years 3 to Year 6 will study Christianity and two other major world religions – Islam and Judaism with one religion being covered across a term. This will be allocated out in the curriculum map (Appendix A).

Planning and Resources

At Melin Primary School we are committed to raising standards of Numeracy and Literacy of all our pupils. These skills are taught and developed through all areas of the Foundation Phase curriculum where the pupils are provided with many varied opportunities for pupils to develop both their literacy and numeracy skills. Class teachers will assess and report progress to parents/carers through the year on parents' evenings and in the annual end of year pupil report.

The 'Love to Celebrate' ILPs contain links to the Literacy and Numeracy Frameworks which support application of literacy and numeracy across the curriculum.

Resources can be found in the R.E. resource areas or can be loaned from the ELRS. Visits and visitors will be made use of to bring 'memorable experiences' on which to 'scaffold' the children's learning. Additional resources can be found on the Cornerstones Education website.

Teaching and Learning

Throughout their time in Key Stage Two, children will be given opportunities to engage, explore and express ideas and responses about::

- *The world* – How interpretations of the origins of the world and life influence people's views. How religions show concern and responsibility.
- *Human experience* – The ways in which religions understand human existence, how religious ideas, values and beliefs influence people's responses to life and death. How local believers, through home/community celebrations share a sense of identity and commitment. How different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives. How the importance of personal relationships and responsibility to others is demonstrated by religions. How the various stages of life and natural occurrences are acknowledged, responded to and celebrated in religion. How local believers, through home/community celebrations, share a sense of identity and commitment. How different forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives. How the importance of personal relationships and responsibility to others is demonstrated by religions. How the various stages of life and natural occurrences are acknowledged, responded to and celebrated in religion.
- *Search for meaning* – How religions indicate that life is spiritual. How religious/spiritual experience is developed and understood.

Following the Cornerstones ILPs, the four stage process will enable the pupils to:

- Engage with a short and easy to deliver memorable experience which introduces the children to a concept which will be explored further in the ILP
- Develop and deepen their understanding of the themes in the ILP
- Innovate and work independently
- Express their knowledge and extend their understanding or celebrate their achievements.

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Incerts Assessment system as part of our formative assessment procedures using the Exemplar Framework for Religious Education statements. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Assessment for Learning is an important part of the process to develop our pupils' independent learning skills. Teachers will plan carefully for opportunities for teachers, peers and pupils themselves to identify what they have done well and what they could do to improve. Pupils will then be provided with time to make these changes in all areas of the curriculum. A framework for AfL development is provided within the Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

This policy will be reviewed as part of the nine term self evaluation procedure or changes to statutory Curriculum orders, whichever is sooner.

T. Richards

April 2017

Approved by the Governing Body on

Chair of Governing Body: