



Ark Ayrton  
Primary Academy

RELIGIOUS EDUCATION POLICY

**ark**  
SCHOOLS

## POLICY INFORMATION

### Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Chair of Governors
2018/19	S Bennett-Acres	S. Kohli	M. Pve
2017/18	S Bennett-Acres	S. Kohli	P. Leonard
2016/17	S Bennett-Acres	T. Asiri	M. Gallagher

### Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
Sept 2017	None	S Bennett-Acres

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## I ACADEMY MISSION AND VALUES

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- 1.1 At ARK Ayrton Primary Academy our mission is to radically improve our students' life chances by providing them with the very best education. We want every student at ARK Ayrton to do well enough by the age of 18 to have real options: to go to university or to follow the career path of their choice.
- 1.2 Our core values are:
- a Aim high
  - b Work hard
  - c Play fair
- 1.3 Life and employment in the 21<sup>st</sup> century is extremely challenging and we need to equip our students with the skills and attributes that will enable them to access higher education and participate fully in our democratic society. As well as providing the essential tools for learning, primary education is about students experiencing the joy of discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally. At ARK Ayrton we believe that teaching is not just about imparting knowledge but helping students become independent problem-solvers who can make links and apply their skills to new situations. We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult.

## 2 AIMS AND OBJECTIVES

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- 2.1 The aim of R.E. at ARK Ayrton is to contribute educationally to the development of pupils both as individuals and as members of society. We aim to foster a reflective approach to life in the context of their growing understanding of the experiences, attitudes, beliefs and religious practices of mankind. Thereby, we can help children achieve a knowledge and understanding of religious insights, beliefs and practices so that they are able to continue in, or come to their own beliefs and respect the rights of others to hold different beliefs to their own.
- 2.2 The aims of the RE curriculum at ARK Ayrton are:
- a To develop children's conceptual awareness.
  - b To develop the skills of evaluation.
  - c To be able to develop skills to communicate and justify their own beliefs.

- d To understand and develop the skills of application.
- e To provide pupils with opportunities to work collaboratively with others to share ideas and experiences in R.E.
- f To assist the children to understand and build on their experiences in order to make sense of the world.

### 3 ROLE OF THE SUBJECT LEADER

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- a To form long and medium term plans across the whole academy.
- b To observe and monitor quality of lessons.
- c To collate outcomes of the whole academy R.E. days.
- d Audit resources and replenish as needed.
- e Audit staff subject knowledge and plan staff training as needed.
- f Organise one school for each year group across the year.
- g Organise an R.E. assembly rota.
- h Ensure that the R.E. planning is saved on the shared area for access.

### 4 PLANNING AND PROGRESSION

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All planning is taken from Hampshire's scheme of work 'Living Difference 3'.

#### **Long Term**

Class teachers refer to the academy curriculum map for their termly plans. There has been a theme allocated to each year group every half term across the year; covering all major world religions.

#### **Half Term**

Every half term all teachers are expected to teach one whole day of R.E. This ensures that all topics will be covered by the end of the year. Teachers take their planning from the Hampshire scheme which has individual lesson plans for each unit. The teachers have to then combine all 6 lessons from each unit into one full creative day. Teachers are not expected to fill out individual lesson plans however all work and flipcharts are saved onto the shared area.

## 5 TEACHING AND LEARNING STYLES

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### 5.1 Pupils Experiences and Activities in RE:

- a Individual studies.
- b Adult/child.
- c Pair work.
- d Group work - differentiated, or mixed ability.
- e Class work.

### 5.2 Within these frameworks the experiences should cover:

#### 5.2.1 **Discussion**

When prior language and understanding is shared, assessed, and built on.

#### 5.2.2 **Writing**

All children are expected to complete one piece of written work by the end of their R.E. day.

#### 5.2.3 **Reading**

Reading from and about the different religions and beliefs.

#### 5.2.4 **Role play**

There are lots of opportunities for role play in R.E. particularly when children can re-enact religious stories.

#### 5.2.5 **Questioning**

Open ended questions and create investigative opportunities, to encourage children to ask their own questions.

#### 5.2.6 **Observation**

Using artefacts, observing similarities and differences, classifying, stimulating curiosity and recording change over a period of time.

## 6 CROSS CURRICULAR LINKS

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There are opportunities for cross curricular links with R.E. and integrated curriculum. Where possible; teachers will involve aspects of their topic work into the R.E. day. For example; Year 5 might be

learning about Islamic art in their integrated curriculum and use their R.E. day to explore this further.

## 7 FOUNDATION STAGE

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The R.E. scheme and planning involves Reception and they are also expected to cover one whole day of R.E. teaching each half term; however this may fall over 2 afternoon sessions instead of one full day. The Hampshire scheme sets out the planning for Reception and they also go on one trip to a religious place of worship.

## 8 EQUAL OPPORTUNITIES

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R.E can help multicultural education by giving an informed and balanced view that promotes positive images and challenges misconceptions. We welcome the cultural diversity, which provides a rich resource for R.E. This can involve links with the local community as well as visits, which build on the children's knowledge and experience. In line with equal opportunities, bias should be guarded against.

## 9 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/EAL /G&T

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At ARK Ayrton the Integrated Curriculum must be accessible to all pupils and take account of different pupils' needs. Children whose special needs have been identified may have special resources/support allocated in consultation with the SENCo. Class teaching should be delivered through differentiated planning to ensure that all pupils are engaged and challenged.

Children who have English as an additional language must be given equal access to the Integrated Curriculum through appropriate planning and resourcing, including visual resources, artefacts and word banks.

## 10 DEVELOPMENT OF SUBJECT-SPECIFIC VOCABULARY AND VERBAL REASONING

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As children arrive with different levels of experience, recording what is done is important, but for obvious reasons, we do not measure a child's spirituality.

Pupils will be assessed on knowledge, understanding and competence via Teacher based Knowledge, including:

- a The ability to investigate and interpret the writings, symbols, rituals and arts associated with the expressions of religions.
- b The ability to appreciate and evaluate religious and moral issues and to relate these to their own lives.

## 11 ASSESSMENT AND RECORDING

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### 11.1 Pupil's Recording Of Work

11.1.1 The majority of pupil outcomes for R.E. are recorded in Topic books. Work may be recorded as:

- a Written work.
- b Pictures, annotated drawings, photos.
- c Leaflets, posters.
- d Graphs, charts.
- e Work sheets, especially with reminders of language or process skills.
- f Computer work including film-making and podcasts.
- g Photographs.

### 11.2 Assessment

11.2.1 R.E. is not formally assessed.

11.2.2 Teachers assess children's learning through marking, discussion, questioning, concept mapping and tasks which relate to statements of attainment.



## 12 MONITORING AND REVIEW

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We are continually reviewing and improving the curriculum we offer to our children and year on year it evolves according to the needs of our children and to the aspirations of the staff and community.

R.E. can be monitored in the following ways:

- a Termly monitoring of topic books term focusing on progression and differentiation.
- b Collection of work samples .
- c Annual monitoring of quality of lessons.
- d Feedback from pupils to evaluate R.E. lessons at the end of the year.
- e Audit of staff subject knowledge and planning of staff training as needed.
- f Trip evaluations from all R.E. trips.

## 13 RESOURCES

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Resources are stored in a shared cupboard. The academy has a variety of artefacts and books for each major world religion and these are stored in the shared area.

## 14 SAFETY

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Issues relating to Health and Safety may occur throughout the delivery of the R.E. For example 'silent thoughts' are encouraged regularly in plenaries of lessons with a lit candle. Also 'the symbol of light' is a topic across the academy in which Chanukah candles are lit or diva lamps are lit.

When planning activities and lessons with Health and Safety implications, teachers are expected to risk assess, following academy procedures.

### **Policy reference for section**

- Health and Safety Policy

## 15 STAKEHOLDERS

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Hampshire – locally agreed syllabus.

### 15.1 Parents/carers:

- a Homework
- b Visit religious places of worship to their religion or others.
- c Sharing topic books at parents evening.

### 15.2 Pupils:

- a Success criteria.
- b Self-assessment/peer assessment.

### 15.3 Staff:

- a Coordinator to audit subject knowledge and train staff.
- b Staff involved in planning and improvement of schemes (including evaluation).

## 16 EXTENDED ACADEMY

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Each class has the opportunity to go on one educational visit to a religious place of worship over the year. These include one place of worship from each major world religion.

Teachers should consult the trip overview for their year and book trips well in advance. In order to minimise impact on learning time, teachers should consider the timetables of others when booking trips (especially regarding streamed lessons) and should not book trips on days when they have any external tuition, provision or PPA. Ideally, all classes in a year group will go on a trip on the same day. To get the most out of trips teachers should plan preparatory and follow-up activities.

### **Policy reference for section**

- Educational Visits Policy

## 17 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.