

Eaton Valley RE Policy 2015



Purpose: To ensure consistent, high quality Religious Education Teaching and Learning.

Quality Religious Education Teaching and Learning should ensure that children develop:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Day-to-Day Quality Religious Education Teaching and Learning should include:

- Progressive lessons which develop a sense of awe, wonder and mystery.
- Effective planning with clear learning outcomes, differentiated for all abilities of children.
- At least one, 60 minute session of Religious Education being taught every week.
- An enquiry- based approach with clear learning outcomes, differentiated for all abilities of children, beginning with the children's own life experience before moving into learning about and from religion.
- Challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.
- Pupils exploring their own beliefs (religious or non-religious), in the light of what they learn and to express their responses.
- Opportunities for pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Developing respect for others, including people with different faiths and beliefs, and challenging prejudice.
- Opportunities for children to explore their own spiritual development.
- Staff using the assessment for learning strategies to enable them to differentiate effectively.
- Resources that are well prepared and appropriately matched to support the learners.
- New Learning skills to be addressed and developed and success criteria will be shared with the children at the beginning and reviewed at the end of every lesson.
- Opportunities to integrate the use of ICT effectively into their learning.

- Opportunities for children to display and reflect upon their own work and the work of others.
- Accurate and regular assessments of individual attainment, which are used to shape future learning.

Signed

A handwritten signature in black ink, appearing to read 'A. Smith', with a large, stylized flourish extending to the right.

Andrew Smith

Chair of *Governors*