

Planning

RME should be planned within the long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used.

The school's 3 year RME planner should be used to determine which world religion is selected for study (Judaism, Islam or Buddhism) and the topics that should be studied within that world religion and Christianity during that academic year.

The EAC RME progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

Religious observance (Time for Reflection) is planned as a whole school with support from Community Partners. Distinct school assemblies & services are planned throughout each session for RO (e.g. Harvest Thanksgiving, Remembrance, Christmas, Easter).

Resources

The school has a number of resources available for the teaching of RME. Physical resources including big books, posters and artefacts are stored within the school store.

A range of reference materials are also available for teachers to provide background information on Christianity and other world religions selected for study (i.e. Judaism, Islam & Buddhism).

On-line and electronic forms of resources have been collated and are available for the different RME topics on the shared drive. Teachers should add to these resource banks as and when they discover new ideas and links.

Teachers should consider using a wide range of innovative resources to inspire and motivate learners in RME lessons and ensure that lessons are active. This includes appropriate and imaginative use of ICT and the use of resources from other curricular areas (e.g. religious art, music, drama and dance within the expressive arts resources).

RME**Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, questioning, plenaries and day to day learning.

Approaches to assessment should take account of the idea that there is not always a 'right answer' where issues of belief and morality are concerned. Children can demonstrate their progress through: how well they respond to questions and issues; engagement with issues of belief and morality; a developing ability to think critically; putting their own beliefs, values and attitudes into action; showing respect for those who hold different beliefs.

Assessment should also link with other areas of the curriculum, within and outside the classroom, and offer children and young people opportunities to investigate religious and cultural diversity and the impact of religion on lives and society within the local and global community.

Pedagogy

Within RME, Es&Os are grouped around common learning contexts (Topics). Teachers should draw upon a variety of approaches including active learning and planned purposeful play and connections should be made through IDL. The development of enquiry, critical thinking and problem-solving should be encouraged with opportunities for collaborative and independent learning. Children should be actively encouraged to participate in service to others and develop an ability to understand other people's beliefs. Viewpoints independent of religious belief can be considered within the learning and teaching approaches adopted for Christianity and world religions selected for study

Key Messages:

Teachers should model and promote an ethos of inclusion and respect for individuals. Children from within any faith should be treated with sensitivity - some may wish to discuss their faith, others may not. Build in time for personal reflection and encourage discussion in depth and debate. Active learning approaches and collaborative learning will encourage children to discuss and share ideas, experiences and moral challenges in a variety of ways. Take account of the faith background, circumstances and developmental stage of the children and their capacity to engage with complex ideas.