



DAUBENEV MIDDLE SCHOOL

**PHILOSOPHY
POLICY**

Rationale

Religious Education contributes to the development of pupils as individuals and members of society. It should foster a questioning and reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

Aims

- To provide opportunities for pupils to acquire knowledge and understanding of the principal religions in Great Britain
- To promote and develop an understanding of the influence of religious beliefs and practices
- To facilitate the recognition that religion influences the life of believers and the practical implications involved in everyday life
- To help the pupils develop their ability to respond to the experiences presented to them and make reasoned and informal comments
- To encourage sensitivity, understanding and respect towards the beliefs of others within the community
- To reflect upon religious and human experience in relation to themselves
- To support pupils in their exploration of fundamental questions of life
- To develop appropriate skills

The legal requirements of the Education Reform Act (1998) are fulfilled by the Bedfordshire Agreed Syllabus for Education (2006), which the school follows.

GUIDELINES FOR IMPLEMENTATION

Curriculum Organisation

All pupils are in class groupings for Religious Education. In Years 7 and 8 pupils receive one period of 1 hour per week, taken by the KS3 Philosophy Co-ordinator. Within Years 5 and 6 class teachers generally undertake delivery of the curriculum, being one period of 1 hour a week.

Curriculum Planning

The curriculum is based on the 2006 Bedfordshire Agreed Syllabus. The Programmes of Study seek to develop the pupils' knowledge and understanding alongside appropriate attitudes and skills. The school uses the recommended study unit approach in order to fulfil the requirements of the syllabus, together with supplementary content.

Teaching and Learning Skills

A variety of teaching and learning strategies are used. These include brainstorming and discussion work, drama and art work, handling of artefacts,

video material, guided meditation and reflection, use of ICT and outside speakers/visitors.

Assessment, Recording and Reporting

Assessment of pupils' course work takes place on a week to week basis through classroom observation, discussion between pupil and staff and the marking of exercise books, together with some end of unit tests and special projects.

For each recommended study unit, key assessment opportunities are continually reviewed and updated, in order to monitor pupils' progress. These may take the form of class/homework tasks, special projects or more formal tests. Following the guidelines issued by the L.A. in 2006 there will be a phased introduction of "levelling" (level descriptors). Teachers, together with the Co-ordinator, will use samples of pupils' work for the purpose of moderating standards both within the unit, year group and across the school.

Class records are handed to the Co-ordinator at the end of each year. At present these consist of grades A, B, C, D for attainment - together with a percentage mark for the relevant unit test.

Pupil progress is subject to monitoring according to whole school policy three times a year. Targets for improvement are set and parents are involved in the process through consultation evenings.

Parents receive a yearly report during the Summer Term. The Co-ordinator contacts parents more frequently if there is concern regarding an individual pupil's progress.

Resources

These include Bibles, a variety of textbooks, duplicated sheets, artefacts, videos, DVDs and posters. The videos, DVDs and artefact boxes are kept in the Resources Centre. All other material is stored in the room used by the Key Stage Co-ordinators; Years 5 and 6 material being transferred termly to that area when required.

Liaison/Meetings

Informal discussion takes place regularly between the Key Stage Co-ordinators and other staff. Formal meetings for the whole department are held two or three times a year, extra meetings being convened if required.

Liaison meetings between the department and other trust schools also take place on a regular basis.

Good links have been established with middle and upper schools. Transfer arrangements regarding Year 8 pupils are in place. Also Year 8 pupils undertake a specific assessment, bridging project, which is continued when pupils start upper school.

SUBJECT HANDBOOKS

1. **Policies**
 - (a) Department Policy
 - (b) Assessment and Marking Policy
 - (c) Quality Control - teaching and learning
2. **Planning**
 - (a) Development Plan
 - (b) Budget Plans
3. **Working Guidelines**
 - (a) Aims and Objectives
 - (b) Overview sheets, KS2/3
 - (c) Modules of work - including: differentiation, assessment opportunities, and teaching methods
 - (d) Arrangements for the monitoring of work
4. **Resources**
 - (a) Materials
 - (b) Staff, job descriptions
5. **Meetings**
 - (a) Minutes of internal, crossphase and interphase
 - (b) Liaison arrangements