



Polehampton C. of E. Schools Federation

RE Policy

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Document History

Version	Issue Date	Comments	Total pages	Signed by chair of committee
1	3.10.13	<i>First Federation policy</i>	4	
2	6.3.19	<i>Reviewed in light of new locally agreed syllabus</i>	5	

RELIGIOUS EDUCATION POLICY 2019

What is RE?

- RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.

Why teach RE?

Religious Education actively promotes the values of truth, justice, respect and care of the environment. It celebrates diversity in society through understanding similarities and differences and encourages pupils to value themselves and others.

Aims of RE

To learn about religion by:

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

To learn from religion by:

- developing a positive attitude towards other people, respecting their right to hold different beliefs
- enhancing children's spiritual, moral, social, cultural, mental and physical development
- developing the ability to make reasoned and informed judgements about religious and moral issues
- developing awareness of the fundamental questions of life with reference to the teachings and practices of religions and to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of the beliefs of others, both religious and non religious
- developing positive attitudes including open-mindedness, fairness, commitment, appreciation and wonder, self-awareness and respect for all

How we teach RE

Our curriculum is based on the Discovery RE Scheme of Work which has been developed to cover all aspects of the Berkshire Agreed Syllabus for RE. The enquiry based approach has roots in the key questions taken from the syllabus ensuring breadth of study and progression across the federation.

RE is taught through stimulating class discussion, practical activities, group work and individual projects using a multi sensory approach. We place an emphasis on the exploration of challenging questions which develop higher order thinking skills. Cross curricular links are made where appropriate.

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Resources

A variety of stimulating resources are used in the teaching of RE throughout the school. These include books, artefacts, music, posters, photos, videos, internet and other ICT resources. Visits to the local church are a regular feature of the school year. Visits to other places of worship are arranged as appropriate. Visitors include the local vicars who take regular assemblies as well as people from other faith and cultural traditions including parents.

Cross curricular links

Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, language and thinking skills and other key skills such as communication, problem solving and working together. The arts lend themselves particularly well to exploring religious traditions and beliefs through music, movement and artistic representation.

Use of IT

The use of IT is embedded in the RE curriculum through use of videos, recording equipment, internet resources, and teaching aids for the interactive whiteboard. Digital cameras are often used to record work and experiences. Children are encouraged to find out about religion from a variety of sources including the internet and school software.

What our pupils learn

In **Foundation Stage** children explore religious ideas as part of their everyday learning. They develop knowledge, understanding and appropriate vocabulary about:

- where they belong within their family and the wider community
- different ways of expressing and celebrating faiths
- Religious figures, books, stories, times, places and objects

They will also be developing attitudes and skills such as curiosity, self expression, open-mindedness, empathy, inquiry and enjoyment in discovery.

Across **KS1 and KS2** our teaching covers 3 themes within each key aspect of RE:

Learning about Religion

- Believing: Beliefs, teachings and sources
- Behaving: Practices and ways of life
- Belonging: Forms of expression

Learning from Religion

- Identity and belonging: making sense of who we are
- Meaning purpose and truth: making sense of life
- Values and commitments: making sense of right and wrong

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The core religions studied in each key stage are as follows:

KS1 – Christianity and Judaism

KS2 - Christianity, Hinduism, Islam, Sikhism and Judaism

Other religions and belief systems are explored as relevant.

Equal opportunities and Special Educational Needs

Our RE teaching makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. It has a role in challenging stereotypical views and appreciating, positively, differences in others. It also helps to develop pupils' self-esteem.

All children have equal access to the whole RE curriculum and are given opportunities for developing their skills regardless of gender, race or special needs. Some children may need support to access text or communicate their ideas by working with a suitable partner or teaching assistant.

The RE curriculum lends itself well to challenging more able pupils through the use of higher order questioning and development of thinking skills. These skills are embedded in our approach to teaching RE.

Planning and Assessment

The planning, teaching, learning and assessment of RE is informed by the Berkshire locally agreed syllabus 2018-23 and the eight level scale of attainment descriptors published therein.

Formative assessment in RE involves gathering evidence about pupil's learning through observation, discussion, written/recorded work and photographs. Pupils are also encouraged to peer assess and to evaluate their own learning. This evidence is then used to inform planning.

Summative assessment opportunities are built in periodically to enable teachers to make judgements of pupils' attainments against the level descriptions.

Monitoring Standards and Quality of Teaching and Learning

Standards and achievement in RE are monitored by the RE Coordinator and Head Teacher, through lesson observations, collection of evidence and discussion with staff and pupils. Governors monitor the subject area in liaison with the Head teacher and RE coordinators.

Regular staff meetings are held to familiarise staff with the agreed RE syllabus, monitor its implementation and moderate assessment.

RE network meetings are attended by the RE co-ordinator and allow for opportunities to moderate, compare practise and keep abreast of current developments in RE.

Legal Requirements

It is a statutory requirement that schools teach RE as prescribed by the locally agreed syllabus and our scheme of work meets all the requirements set out in that document.

Time can be allocated to RE creatively and flexibly. The subject can be planned in combination with other subjects. It is usually taught in lessons of 1 hour per week.

As a Church of England School, however, we endeavour to ensure that our Christian vision, ethos and values are an integral part of daily life and work of the school.

Withdrawal from Religious Education

Under the Education Act of 1944, parents may withdraw children from Religious Education and teachers can exercise the right to withdraw from teaching the subject. However, we would hope that all parents and teachers would feel comfortable with the type of religious education being taught at this school and our open ended, enquiry based approach to the subject. Parents who still wish to withdraw their children must provide written notification to this effect. Arrangements will be made for any children withdrawn and suitable supervision provided for them.