



RE Policy Statement

Introduction

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff. RE is a legal requirement of all schools and Local authorities must plan an agreed syllabus which is consistent with the Education Act 1996.

This policy outlines the guiding principles by which this school will implement RE in relation to the teaching and learning of the LA's agreed syllabus. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website

It is the role of the Headteacher and RE Subject Leader to ensure that the policy is successfully implemented.

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently

Intent

The intent of our RE curriculum is to deliver a balanced, progressive and personalised curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Reading is at the heart of RE and where possible religious stories/novels are shared. Lessons are language rich and focus on a line of enquiry, with the children taking more responsibility for their learning and teachers facilitating this through high quality resources (artefacts, books and ICT) and questioning. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live so that they can participate positively in our society, with its diverse religions and worldviews.

Through RE, we aim for all our children to have a voice and be able to show tolerance and mutual respect for others whilst celebrating diversity and nurturing strong relationships. We provide our children with memorable learning experiences making learning challenging and fun. Our children

are encouraged to be proud of their work and the work of others. As part of our 'Avondale Adventure' we promote high expectations for behaviour and achievement.

RE in our school provides opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes. We promote British Values as part of our RE lessons as The Department of Education statement about British Values reads '**We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**'

Implementation

How RE is structured through our school

As a school we follow the BwD agreed syllabus 'Questful RE'. The long term and medium term plans ensure progression of knowledge and skills throughout the school. Each year groups planning builds on the previous year groups learning. Children are working towards end of key stage outcomes.

Weekly RE lessons are planned in line with the legal requirements below. However, when appropriate RE may be blocked in the format of RE days and themed weeks. Foundation stage RE is linked to the early learning goals and allows the children the opportunity to explore the world of religion in terms of special people, times, books, places and objects. . EYFS will start their lessons using a chatterbox of resources as a discussion point.

Legal requirements of RE

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils to a particular religion.

4-5s	36 hours of RE , e.g. 50 minutes a week or some short sessions implemented through continuous provision
5-7s:	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7-11s:	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Planning

Our medium term plans reflect the main religions in Britain and our immediate community as well as looking at non- religious viewpoints. The curriculum has been adapted to meet the needs of our children and to reflect our intent.

We have a long-term plan that shows where each Quest is to be covered. Teachers have a set of medium term plans which have up to 6 key enquiry questions which must be taught. There are also suggested activities for teachers to choose from (or think of their own.)

There are skills and vocabulary progression lists which show how these are developed throughout school.

In both Key stages, children have custom made learning maps to support their learning and they are encouraged to use them within lessons. The learning map has the key enquiry questions on as well as key vocabulary and pictures. .

When planning, teachers must choose outcomes suitable for their children but primarily aiming for Met and Exceeding outcomes. Appropriate activities are then chosen to ensure the outcomes are met. Teachers should adapt the medium term plan with the activities they have chosen. There is no need to do a short term plan

All the plans will be saved on the server in the appropriate place. Plans should be evaluated at the end of the unit so teachers are able to reflect on the effectiveness of the lessons and assess the children's learning.

We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. This is done through an adaptive teaching model, which provides support and uses a range of teaching and learning styles within lessons to allow all children to achieve.

Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities, along with themed weeks and days.

Within each class RE/cultural books are made available to the children to support their learning about the diversity of Britain and to enhance their RE lessons. We also believe it is important that our children recognise and identify key world faith symbols and these are displayed in each classroom.

Within a half term, there should be at least 3 pieces of quality RE work in individual books and the rest of the work will be evidenced via PPT slideshows of photographs.

All classrooms must have an RE display at some point within the academic year which should be used as a working wall with key learning, vocabulary and children's work displayed on it.

Learning maps for each unit are stuck in the children's books to support their learning.

Health & Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips. This will identify any risks and procedures will be put into place to minimise these.

The contribution of RE to teaching in other curriculum areas

Where possible cross curricular links are made within the teaching of RE. In particular:

- English –
- PSHCE
- Computing
- SMSC Development (British Values)

RE/cultural novels have been chosen to enrich the children's learning and love of reading and these are noted on the enhancement grid.

SEND

All pupils, including those with SEN's, are entitled to participate in RE activities. Certain provision may need to be made in terms of:-

- extended time to develop knowledge and understanding
- sensory stories, widget word bank,
- teacher/TA support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

Equal Opportunities.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

Inclusion

The school is committed to providing effective learning opportunities for all children. Our school aims to provide an RE curriculum which meets the specific needs of individuals and groups of children. This includes the three essential principles of:-

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Using classroom assistants (where available) to support the work of individual children or groups of children.

Exclusion

It is the legal right of the parent to withdraw their child from RE lessons (School standards and Framework Act 1998)

Resources

- RE artefacts and books are stored in the Family support room (next to the gym) or outside Y3 classrooms in the cupboard.
- Speakers, parents, children, visits to places of worship
- Computers are used where possible and opportunities for video conferencing, email and skype (linking school)

IMPACT

Assessment, Record Keeping and Reporting

The standard of work in RE is expected to reflect the targets of children in the core subjects. Work done in individual RE books must be of high standard and reflect work in English. Displays of children's work in RE, are also encouraged.

Formative assessment will be ongoing and teachers will give written and verbal feedback to children inline with whole school marking policy. Children will be asked questions as part of their next steps to further enhance their learning. Lessons will start with a RE cap where children think about previous learning.

At the end of each quest, teachers will assess the children against the learning outcomes for each key question focused upon. In KS2, learning maps will be used for assessment. In KS1, specific quiz type assessments will be carried out. This will be recorded on the foundation subject assessment grid and stored in each class's assessment area.

This summative assessment allows teachers to monitor who is on track to meet end of key stage outcomes. Within each key question outlined within the Programme of Study, learning outcomes are presented that relate to the end of key stage outcomes. Whilst the end of key stage outcomes are general, the key question learning outcomes are specifically related to the content (knowledge and skills) required to address the key question.

The key question learning outcomes are expressed in terms of allowing pupils to meet the outcomes first in an emerging form, second by meeting the expectations, and then third by exceeding

expectations. Time is needed for pupils to consolidate and embed their learning before moving to the next steps.

At the end of the Summer term, teachers will look at the assessment grids filled in for the year and make an overall judgement referring to the end of year group expectations.

At the end of the year teachers will report to parents whether their child has met their learning outcomes. Children who are below will be assessed using P scales.

Year 2 and 6 will be assessed against the end of key stage outcomes and this will be reported to parents as part of the child's report.

Monitoring and Evaluation

- Monitoring of the standards of teaching and learning in RE is the responsibility of the subject leader in consultation with the head teacher. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School Monitoring and Evaluation policy on a rolling programme. Key strengths will be identified along with issues for development. Any additional actions to be taken are noted on the RE action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to reported and discuss findings and feed-back at weekly staff meetings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

The Role of the Subject Leader

The subject leader for RE is S Mitchell.

It is the role of the subject leader to:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in RE throughout the school.
- support colleagues in their development of detailed work plans and implementation of the scheme of work.
- monitor progress and attainment in RE
- take responsibility for the purchase and organisation of central resources for RE
- keep up-to-date with developments in RE education and disseminate relevant information to staff.
- Produces an Action Plan at the start of each academic year
- produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

- The link Governor for RE is K Holden. They have the responsibility of meeting with the subject lead half termly to discuss data, development of the action plan and any other issues. The link Governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write a report to be discussed and accepted at the Curriculum Committee Meetings. This will be a termly report for core subject areas and a yearly report for foundation subjects.

Background Documentation

- This policy was informed by reference to National Curriculum documentation 2014, Education Act 1996 and BwD Agreed Syllabus for Religious Education 2017-2022

Review

- This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of last review: March 2024

Date of next review: March 2026