



RE Policy

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Village Primary School RE Policy: Principles and Implementation

School Aims and Implementation

We endeavour to provide the best religious educational opportunities for the children within our care in a secure, happy and hardworking environment. Within this environment, we are committed to providing equality of opportunity, allowing all children to reach their full potential.

- For the Village Primary School to be a happy, caring and inclusive school
- To offer an excellent, broad, balanced, rich and differentiated RE curriculum
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To foster good relationships with children, adults and the wider community
- For parents to be positively involved in their child's religious education in a partnership
- To encourage a sense of pride and mutual respect in our school
- To ensure that our children are happy, interested and confident enough to continue learning after they leave the Village
- To ensure that our children know how to be safe, and live a healthy lifestyle
- To ensure that our children understand how to be a good citizen in a multicultural world.

The Importance of Religious Education

RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

OFSTED 2021

Religious Education is an essential part of every pupil's entitlement. Both learning about religion and learning from it enriches and extends understanding about the world in which we all live. All pupils should have the opportunity to explore the nature of religion in such a way that their views are based on sound knowledge and thoughtful reflection. Religious Education should promote reflectiveness and self-awareness to assist children in their exploration of the meaning of life. By developing discernment and understanding, pupils are encouraged to think for themselves and overcome prejudice and ignorance.

Aims of Religious Education

Through religious Education, we aim to help children at Village primary school to:

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principle religions represented in Great Britain.
- Develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of fundamental questions of life raised by human experiences and of how religious teaching relate to them.
 - Responding to questions with reference to the teachings and practises of religions, including their own understanding and experiences.
 - Reflecting on their own beliefs, values and experiences in light of their studies.
 - Develop a positive attitude towards other people, expecting their right to hold different beliefs from the pupil's own and towards living in a society of diverse religions.

(Stockton Agreed Syllabus for Religious Education 2019)

The legal requirement of Religious Education

The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching and learning. It promotes education for citizenship. Our RE curriculum is taught throughout school, where teachers use 'Stockton Agreed Syllabus for Religious Education 2019' as a basis for planning teaching and learning. It meets all the requirements set out in that document. Parents and teachers have the right to withdraw from all or part of Religious Education teaching/provision, as confirmed by 1996 Education Act, providing that notice is given to the school.

Planning

We plan our Religious Education curriculum in accordance with the Stockton Standing Advisory Council on Religious Education 2019 (SACRE). We recognise that this syllabus and supportive materials may need supplementing with additional resources. All the topics that are taught in Religious Education build upon prior learning and we offer children of all abilities opportunities to develop skills and understanding. We ensure that planned progression is built into the Religious Education curriculum and that the units of work offer increasing challenge as children move through the primary phase.

We carry out curriculum planning in RE in three phases – long, medium and short term.

Long term planning maps out the RE topics studied each term during each year group across each key stage. The RE subject leader works alongside colleagues to plan in conjunction with SACRE guidance to ensure continuity and progression in provision.

Medium term planning gives the details of each unit of work for each term. These are discussed and reviewed in order to avoid repetition and to ensure progression.

Short term planning is completed by the class teacher and lists specific objectives and activities for each lesson. These are discussed with and monitored by the RE subject leader

When planning, the RE subject leader and class teachers work together to consider the key concepts, skills and attitudes that are to be taught or developed. Methods to achieve these are also identified.

Concepts, skills and attitudes in RE

Concepts refer to the key ideas, which help pupils to make sense of religious belief and practise – pupils need to be helped to develop concepts which:

- relate to ultimate questions (e.g., authority, identity, purpose and value);
- relate to human experience (e.g., awe and wonder, celebration, suffering);
- enable them to deal with religious traditions (e.g. myth, scripture, deity);
- belong within particular religions and which are related to the key beliefs and practises of those religious traditions.

Concepts are revisited often in order to understand them in an increasingly deeper level.

Progress in Religious Education is dependent upon the application of general skills. The following **skills** are central to Religious Education, and therefore included in our teaching:

- Investigation
- Reflection
- Evaluation
- Expression
- Interpretation
- Empathy
- Analysis
- Application

RE across our school

Foundation Stage

We teach RE to all children in the school, including those in the Nursery and Reception classes. In the Foundation Stage, RE is an integral part of topic work and celebrations covered throughout the year. The objectives set out in the Early Learning Goals within the area of Understanding the World: People, Culture and Communities, also set out guidance for the teaching of RE in the form of customs, traditions and different beliefs.

RE in Key Stage 1 and 2

RE in Key Stages 1 and 2 meets the requirements outlined in the SACRE agreed syllabus. At Key Stage 1, children study Christianity, Islam and Sikhism, which are at the heart of Thornaby. At Key Stage 2, children continue with this learning as well as being introduced to other world religions as set out in SACRE.

Organisation and teaching methods

We base our teaching and learning style in RE on the key principle that good teaching and learning allows children to learn about religious traditions, take part in relevant group discussions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. Each RE lesson will include an introduction and recap of previous relevant work, main teaching focus, independent

work and plenary. However, there is flexibility within this framework for teachers to tailor the lesson in order to meet the lesson objective and success criteria.

SEND provision in RE

RE is taught to all children in our school as part of our broad and balanced curriculum, whatever their ability. Differentiated planning and effective teaching takes into account the varying ability needs of our children.

Please refer to the school policy on Inclusion.

Links with other subjects

Literacy

RE contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts we explore such as class novels and poetry, have religious themes or context, which provide opportunities for discussion. We also encourage the children to use RE to consolidate and develop their writing skills.

Personal, social and health education (PSHE) and citizenship

Through RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour in different religions. We also promote the values and attitudes required for citizenship education through teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding, we enable children to appreciate what it means to be positive members of our multicultural society.

Spiritual, moral, social and cultural development

Through RE, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a

sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Computing

Computing enhances RE wherever appropriate, in all Key Stages. The children use the internet to find out information about other religions. They also use technology to review, modify and evaluate their work, and to improve its presentation. School has bought into Espresso and children and staff use this resource to support teaching and learning.

Global Goals and British Values

The teaching of Global Goals and British Values give a powerful vehicle to explore matters that link directly with the teaching of RE. The themes that are covered within these areas of study, develop children's acceptance of differences and diversity and promotes children to develop a strong moral compass. The 17 Global Goals set out by World Leaders have the power to end poverty, fight inequality and stop climate change. All of these support and foster key teachings of many religious groups and gives opportunity for discussion, debate and deeper understanding of RE values locally and globally.

Assessment and Record keeping

Children demonstrate their ability in RE through a variety of different ways. Teachers assess children's work in RE by making judgements through observations during their lessons. This may be through group discussions or from the completion of a piece of work. The teacher regularly gives children written or verbal feedback during an RE lesson. Children are also encouraged to make judgements about how they might improve their work in the future. Opportunities are available for children to amend their work or change their ideas as understanding develops. Staff track the objectives and progress on internal tracking system 'SONAR'.

Resources

We have a selection of resources in our school to support the teaching of some of the RE units. Although these resources require some development, we do have a school membership to Durham Religious Resource Centre, where we can access a wealth of resources to teach every aspect of RE across the primary phase. In addition, the school library has a supply of RE topic books, including sacred books to support the children's individual research. Furthermore, Village Primary have positive links with religious leaders within the community.

Monitoring and evaluation

The RE subject leader is responsible for monitoring the quality of teaching and learning in RE and the standard of children's work. They are also responsible for supporting their colleagues in the teaching of RE, for being informed about current developments in their subject, and for providing a strategic lead and direction for RE. The subject leader produces an action plan regularly, which is revisited and amended and also links with the School Improvement Plan.

The policy for RE will be reviewed yearly and also when changes occur to SACRE.