Denby Free CoE VA Primary School

RELIGIOUS EDUCATION POLICY

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1. Statement of intent

‘Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’
Matthew 5:16

The place of Religious Education at Denby Free CoE VA Primary School is to inform our understanding and celebrate the Christian foundation of our school. It is also to understand and embrace those of all faiths or none. As a Church of England school, Religious Education has a high priority in our curriculum and is very much a ‘core’ subject. We know that every child matters. We strive to ensure the children of Denby free are equipped with the skills needed to meet the challenges of our ever-changing world and make their own positive contributions to our global society.

<u>The Importance of Religious Education</u>

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well-planned and well-organized collective worship, through the example of Christian teachers, and through the quality of RE teaching.

The Way Ahead, para 4.14

Religious Education 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.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Through carefully considered and structured planning our R.E. curriculum encourages children to:

- Explore the ‘big’ questions in a safe, caring and nurturing space.
- Understand the impact that faith has on the lifestyles of those with or without beliefs.
- Discover how people of faith and no faith express their beliefs and explain their ideas.

2. Legal framework

This policy has due regard to statutory guidance. R.E. must be taught according to the locally agreed syllabus. At Denby Free CoE VA Primary School this is the Derbyshire Agreed Syllabus for RE. Understanding Christianity is used for teaching our RE topics whilst we reference and use elements of the agreed syllable. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions. We teach this using RE Today.

Legal parental right to withdraw:

At Denby Free CoE VA Primary School we are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. In these instances, parents are invited to meet with the Headteacher or the RE Leader and are asked to confirm their right to withdraw in writing.

3. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of religious education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group. ● Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all religious education related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of R.E, to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision / challenge-based learning.
- Collating assessment data and setting new priorities for the development of religious education in subsequent years.

The class teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' R.E. skills, with due regard to the national curriculum and Derbyshire Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENDCO) is responsible for:

- Organising and providing training for staff regarding the R.E. curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of R.E objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

4. Early Years foundation stage (EYFS)

- R.E. is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to the Derbyshire Agreed Syllabus for RE.
- Early Learning Goals outline what pupils should achieve by the end of reception year. The National Curriculum is not taught.

5. National Curriculum

All pupils within KS1 and KS2 are taught R.E. in line with the requirements of the national curriculum and the Derbyshire Agreed Syllabus. We have drawn up a long-term plan for our school.

Phase of Learning	Religions to be studied in depth
EYFS and Key stage 1	Christianity, Judaism, special books and places
Key Stage 2	Christianity, Hinduism, Islam, art and architecture in faiths

6. Cross-curricular links

Wherever possible, the religious education curriculum will provide opportunities to establish links with other curriculum areas. Opportunities will be identified by the subject leaders and by teams of teachers.

- Collective worship will provide additional opportunities for links but is discrete from the teaching of R.E. Skills are practiced and reinforced in challenge-based learning / enhanced provision.
- R.E. is also intertwined with the 'Global Neighbours' accreditation we are working towards. We are firmly committed to developing our children's 'courageous advocacy', helping our children realise the distinctive contribution they can make to their community.

7. Teaching and learning

R.E. has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed using Understanding Christianity alongside RE Today.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

RE is taught regularly in line with statutory requirements this can be on a weekly basis or as a block of time, in order to make the learning engaging and purposeful for the children.

8. Planning

We have developed a long-term plan to the teaching of R.E. to ensure our children receive the appropriate depth and breadth of study for their age. Our long-term plan takes a spiraling approach with a coherent content. Children access core learning but can also dig deeper as they move to their next phase of learning.

Theological thinking and enquiry is at the heart of our planning with reflection and response times weaved in to lessons and units of work.

Teachers are responsible for reviewing and adapting plans taking into account pupils' needs and identifying the methods in which topics could be taught.

- Long-term planning outlines the units to be taught within each year group.
- Medium-term planning outlines the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

9. Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to

gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

10. Resource

- The subject leader is responsible for the management and maintenance of R.E. resources.
- The subject leader will undertake an audit of musical R.E. resources on a regular basis.

11. Equal opportunities

- All pupils will have equal access to the R.E. curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing R.E. lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

12. Monitoring and review

- This policy will be reviewed on an annual basis by the subject leader and the Headteacher.
- The subject leader will monitor teaching and learning in the subject, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- A named member of the governing body is briefed to oversee the teaching of Religious Education and meets regularly with the subject leader to review progress.
- Any changes made to this policy will be communicated to all teaching staff.