

**RE Policy**

**Purpose**

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people’s lives, and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus that we are currently following at Worth Valley Primary school is Discovery RE which is in line with the Bradford Agreed syllabus for Religious Education 2016-2020. At Worth Valley Primary School we enable children to develop a sound knowledge for the six major religions, with emphasis placed on Christianity which will be studied in greater depth. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

**Aims**

Religious Education is an important part of the school curriculum and is taught relevant to the child’s stage of development and experience. The overall aims should enable pupils to:

* Develop conceptual understanding of religion, religious beliefs and practices – in order that they can begin to engage in informed reflection and discussion about religions and religion.
* Develop an informed appreciation of religions – in order that they can explore religions with openness, interest and enjoyment.
* Value religious and cultural diversity – in order to enhance their social and cultural development and to contribute to a more just and civil society.
* Create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
* Develop an awareness of the richness of religions and their contributions to society and culture – in order that they can make increasingly mature judgements about the world in which they live.
* Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity.
* Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

**Objectives**

* Children will learn about religions and religion – to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.
* Children will learn from religions and religion – to ensure that they are able to:

a) create meaning, find relevance and develop personally from their engagement with religious education;

b) explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.

* We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the curriculum offers the children an increasing challenge as they move through the school. KS2 builds upon KS1. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.
* Children with Special Educational Needs will access all of the R.E. study units at their own level and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.
* The teaching and learning strategies within RE lessons will vary through reading and writing opportunities. Activities will also include; thinking, doing, imagining, responding, speaking and listening, problem solving, as well as the creative and expressive arts.
* Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.
* Pupils working at greater depth will be offered differentiated opportunities, where appropriate, to extend their learning in order to reach their true potential.
* The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

**The RE Curriculum**

At Worth Valley Primary School, the religious education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the Bradford Agreed syllabus for Religious Education 2016-2020. We use the Discovery RE curriculum, which has been written to reflect different progressive units per year group. This documentation reflects the fact that religious education in Great Britain takes account of the teachings and practices of the world’s major religions, with emphasis placed upon Christianity.

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to dicsuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Worth Valley Primary School and in RE lessons.

**Teaching and learning style**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions 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. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

**Curriculum planning in religious education**

We plan our religious education curriculum in accordance with the Discovery RE Curriculum. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through school.

We carry out the curriculum planning in religious education in three phases (long term, medium term and short-term). The long-term plan maps the religious eduction topics studied in each term.

Our medium-term plans give detais of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. By so doing, we ensure that children have complete coverage of agreed Syllabus.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. They keep these individual plans and often discuss them on an informal basis with the RE subject leader. Our whole-school overview for RE outlines the topics that should be taught per half-term for each year group with the relevant objectives from the Bradford Syllabus, links that can be made with the six major religions and world views, links with the study of British values and suggestions for trips and visits.

**The Early Years Foundation Stage**

It is important in the Early Years Foundation Stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in the Reception, Nursery and Pre School through play based provision.

**Spiritual, moral, social and cultural development**

Through teaching religious education in our school, 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.

**Peace Mala**

As a Peace Mala accredited school, our children are taught the Golden Rule: "Treat others as you would wish them to treat you".

The main educational aims of Peace Mala are:

* Education for global citizenship through the promotion of understanding, respect, friendship and peace between all communities, cultures and enlightened compassionate faiths.
* Supporting human rights, tackling bullying and all forms of prejudice.
* Raising awareness of issues of global interdependence and encouraging active compassion by learners that will lead to positive changes locally and globally.

Peace Mala encourages everyone to learn that diversity is to be celebrated and without fear. Bridges of peace can be built between faith communities and diverse cultures when people are prepared to listen to each other. Our world will be a better place when we learn to keep the Golden Rule that all faiths and spiritual paths share.

**Pupils with SEN**

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

**Assessment**

The assessment of pupils work can provide information for pupils, teachers and parents:

* To enable pupils to reflect upon and celebrate achievement
* To help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils
* To communicate achievement and identify areas for future development to pupils, parents and teachers
* To evaluate the effectiveness of teaching and learning

Assessment is an integral part of teaching and learning and based upon teachers judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Reporting on a child’s progress in RE is a statutory requirement. An annual report relating to their child’s progress in RE will be sent to parents at the end of each academic year.

**Monitoring and review**

Monitoring the curriculum will allow the Coordinator to gain an overview of the teaching and learning taking place throughout the school. This information will be used to review the progress made against the annual action plans and will also support the self-evaluation process identifying areas of strength as well as those for development. Through monitoring the coordinators will:

• Review planning to ensure that the objectives within the RE programme of study and Discovery RE are being met

• Ensure that there is clear progression throughout the school

• Observe teaching and learning to ensure that the necessary knowledge and understanding and skills are being taught

• Carry out planning and books scrutinies termly

• Provide feedback and actions (where appropriate) to teaching staff

• Analyse pupil progress

• Identify any training needs and offer extra support and guidance to staff when it is appropriate

• Ensure that there are suitable resources to help with the teaching and learning of RE and check that resources are being used appropriately

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