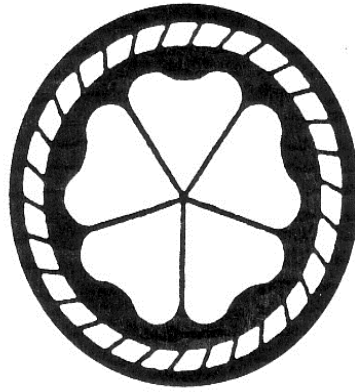


Great Bardfield Primary School



RE Policy October 2022

“Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.

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. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.”

(Religious Education in English Schools: 2010)

Review date: **October 2022**

Review date **October 2024**

**Great Bardfield Primary School
RELIGIOUS EDUCATION POLICY**

Principles

RE is part of the basic curriculum. It is taught in accordance with the Essex agreed syllabus. It makes contributions to the spiritual, moral, social and cultural development. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

The Legal Position of Religious Education

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. (Religious Education in English Schools 2010)

Our school RE curriculum is based on the Essex LA's Agreed Syllabus and it meets all the requirements set out in that document. Section 375(3) of the Education Act 1996 requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Intent

At Great Bardfield Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, along with understanding and respect of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Pupils are encouraged to develop their spirituality when learning from religion. Our Religious Education curriculum is enhanced further (wherever possible) with trips to places of worship in our local area and visits from representatives of the different religious groups.

Through high quality teaching, we aim to develop knowledge and understanding of religions and spirituality by:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with the agreed Essex Religious Education syllabus, Explore.
- Sequences of lessons that ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Building upon the provision for RE established in the Early Years Foundation Stage Profile and in particular addresses the knowledge and skills expectations of the Early Learning Goals - Understanding the World: Past and present people; Culture and Communities.
- Being inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- Building a comprehensive understanding of the ways in which religions and beliefs are interdependent and interconnected.
- Providing opportunities for spiritual development where children consider and respond to questions concerning the meaning and purpose of life; helping them to recognise the difference between right and wrong through the study of moral and ethical questions; enhancing their social development by helping them to build a sense of identity in a multicultural society.

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- A genuine interest in the subject and a real sense of curiosity about people, cultures and spirituality.

Implementation:

As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills (including vocabulary) all children must master.
- A cycle of lessons for each topic, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge and skills;
- Learning activities that are varied including the use of discussions, sharing of experiences, videos, photographs, and a wide variety of religious artefacts. We also provide varied and adapted ways for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, art, improvised drama and the application of a wide range of writing genres.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner.
- Trips and visiting experts who will enhance the learning experience.
- A means to display and celebrate the pupils' work in their class.

At Great Bardfield Primary School our RE Curriculum is delivered through a combination of discrete teaching sessions linked with our key skills (respect, resilience, reflectiveness, resourcefulness and responsibility) and school values. It is important to note that knowledge and understanding are interlinked; learning from one area may be pertinent to others. A *typical* RE session will include all children working towards the same learning objective. How they meet the learning objective will look different for the individual child. Learning may:

- explicitly teach religious knowledge: the lessons that offer factual information
- explicitly teach religious or spiritual understanding: the lessons that develop understanding of world religions, cultures and our own beliefs and values.
- teach the topic-specific skills: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Lessons are inclusive and are adapted in a range of ways to suit the needs of the learner. Where available, LSAs are used to support individuals or groups of children.

SEND

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

Within the RE lesson, teachers not only provide activities to support children who find RE difficult, but also activities that provide opportunities for children to extend their knowledge skills.

Cross Curricular Links

Throughout the curriculum, opportunities exist to extend and promote RE. Where possible, children are given opportunities to apply their RE knowledge and skills to other subjects. For example:

- Links are made with PSHCE through the topics of Health and Wellbeing, Relationships and Living in the Wider World
- Children are given time to apply RE skills within their English lessons through spoken language, reading and writing.
- Links are made with History through topics such as Romans and Ancient Egypt, and with Geography through Locational Knowledge

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- Links are made with PE through topics linked with Dance.
- Links are made with Art through looking at the work of some of the great artists as well as creating their own paintings, drawings, models etc.
- Links are made with Maths through topics such as Geometry.
- Links are made with Music, especially during times of celebration.

Computing

Throughout the school, all children are given access to computer programs to enhance their learning. This is mainly through a variety of child friendly websites to support the research of different religious practices and beliefs.

Foundation Stage

We teach religious education to all children in the school, including those in the Foundation stage. Religious education is an integral part of the topic work covered during the year and is taught in a cross-curricular way.

We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals

Resources

Whole school resources are organised into Religions and are stored in clearly labelled boxes. Classroom resources are clearly labelled and easily accessible.

Impact:

Our Religious Education Curriculum is high quality. Each topic, which forms our programme of learning and teaching, sets clear objectives and outcomes for the pupils in terms of knowledge and understanding, and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of research, and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for RE in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

Health and Safety Issues

When educational visits are arranged all necessary Risk Assessments must be completed and the need for respect from adults and children alike must be reiterated.

Any use of candles or incense for reflection and experiential learning must be used under supervision and usual Fire Safety rules followed.

Religious visitors must be supervised and shown due respect both in terms of what they say and show.

Where artefacts are introduced children and teachers alike should be aware of the need for careful handling and due respect is given to the artefacts.

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Withdrawal Procedures

Parents who wish to withdraw their children, because of personal choice or religious affiliation, are permitted to do so once they have made a formal written request to the school.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher does wish to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement regarding RE.

Collective Worship

Daily collective worship in school is a statutory requirement. Most acts of worship in any one school term must be wholly or mainly of a broadly Christian character. At Great Bardfield, we invite children to pause for a reflection during assembly. Those wishing to make it their own can choose to join in.

Role of the RE Subject Leader

- To take the lead in policy development.
- To support colleagues in the delivery of the RE curriculum
- To monitor progress in RE – e.g. leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for RE, in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of RE, and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher.

Monitoring and Evaluation

The subject leader monitors and evaluates the quality and standard of RE throughout the school and supports teachers to develop their practice. This includes learning walks, dropping into RE lessons, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with additional time in addition to their PPA, to plan their curriculum.

Other Relevant Documents:

- Marking and feedback policy
- Homework policy
- Early Years Foundation Stage policy
- Assessment policy
- RE Skills progression
- RE Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside Explore, the Essex agreed syllabus for religious education (March 2015).

