



## R.E Policy

Review Date September 2021

Every Child, Every Chance, Every Day; Working Together



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### Introduction

Crabtree Farm Primary is made up of staff and pupils who originate from different nationalities, cultures and faith groups. As a school, we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Religious Education is taught in our school because it makes: “a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf))
- RE: realising the potential Ofsted 2013 ([www.ofsted.gov.uk/resources/religious-education-realising-potential](http://www.ofsted.gov.uk/resources/religious-education-realising-potential))
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

### Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA.

**Key Stage 1: 36 hours of tuition per year- eg, 50 minutes a week.**

**Key Stage 2: 45 hours of tuition per year- eg, 1 hour a week.**

Curriculum time for Religious Education is distinct from the time our school spends on collective worship or school assembly. Parents are informed in the school's admission paperwork that they have the right to withdraw their pupils from Religious Education. Parents who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head teacher.



## The aims of our RE, using the Discovery RE Scheme of Work.

By following Discovery RE Crabtree Farm Primary school, we intend that Religious Education will:

- adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe, wonder and mystery.
- nurture children's own spiritual development.

## Visits and visitors

Visits to places of worship are incredibly important at Crabtree Farm Primary as they contribute well to community cohesion. We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development. The aim is for each year group to have a religious visit out/ visitor in at least once a year.

## The Scheme of Work

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. RE is taught in half-termly units. As a school, children will encounter the following religions throughout their time here – Christianity, Judaism, Islam, Hinduism and Sikhism. The focus religion for a half term varies from year group to year group, with the exception of major Christian festivals. Christmas is in Autumn 2 and Easter in Spring 2 half terms.

## **Teaching and Learning**

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position. At Crabtree, we incorporate and encourage learning through a number of different ways, utilising different skills to showcase learning. RE lessons can include discussion, role play, art, drama, creative writing and group work.

## **Differentiation/SEN**

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

## **Recording, Marking, Assessment and Reporting Management**

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question.

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

## **Recording and tracking progress**

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole

class. This supports teacher overview and facilitates subject leader monitoring and moderation. C of E church schools may wish to add “this enables us to ensure that all children achieve well and make consistent progress.

### **Reporting to Parents/Carers**

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports.

### **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others’ views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

### **Involving parents and carers**

Crabtree Farm Primary school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays

### **Resources**

Resources are stored in a central place for and are used by all staff.

Mr Jones

R.E. Subject Leader

September 2020

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