

# **Federation of Eileen Wade and Milton Ernest C of E Primary Schools**

## **RE Policy**

<b>Governors Committee:</b>	<b>Full Governing Board</b>
<b>Ratified:</b>	<b>28.3.23</b>
<b>Next date of Review:</b>	<b>Spring 2026</b>

**Working Together, Aiming High, Shining Brightly**

**Let your light shine before others - Matthew 5:16**

### **Religious Education Policy**

## **Legal Requirement**

Our school curriculum for religious education meets the requirements of the 2014 National Curriculum. It makes contributions to the children's 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.

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, and this has been agreed by the head teacher and governors. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents. A record of withdrawals is kept by the teacher and RE coordinator.

## **Intent**

Through Religious Education we intend to inspire pupils to explore different beliefs, values and traditions. Children are encouraged to work together to foster a responsible and caring manner towards others and to develop a positive attitude towards people who may hold different beliefs to their own. The curriculum aims high by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. We encourage children to shine brightly by developing their own values and sense of identity and belonging. RE teaching will make a key contribution in promoting 'British values' (tolerance, mutual respect, democracy, rule of law and individual liberty) and to prepare our pupils for life in modern Britain.

## **Implementation**

The RE curriculum is delivered in accordance with the Agreed Syllabus for Bedford Borough, 'Identities, Meanings and Values' The syllabus sets out an underlying teaching and learning approach, whereby children encounter core concepts in religions and beliefs in a coherent way, developing their understanding. Lessons are taught weekly and encompass the following three core elements: making sense of beliefs, understanding the impact and making connections. The elements offer a route through each unit, while allowing for a range of questions reflecting approaches from religious studies, philosophy, sociology, ethics and theology. The curriculum is enriched through days focusing on religious festivals and celebrations, celebrating and learning about key Christian festivals, celebrations and events in collective worship and attending the faith tour in KS2.

## **Impact**

The children enjoy learning about different religions. Children develop an understanding of core religions and non-religious beliefs. Children can explain how and why people put their beliefs into practice within their everyday lives, their community and the wider world. Children are able to make connections, and reflect on their own thinking and understanding of the world. Children are assessed at the end of each unit to track progress. A copy is also passed to the Subject Coordinator for monitoring

## **Curriculum Planning:**

Our School adheres to the agreed syllabus of the Local Authority.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community. **Teaching and Learning**

The RE curriculum is delivered at least once a week for KS1 and KS2.

Classroom teachers use high-quality texts and resources which model the religious and nonreligious beliefs of Great Britain, in accordance with the British Values

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work. To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils': Organisation, clarification and sequencing of thoughts, feelings and ideas.

Development of their own narratives in relation to the stories they hear in lessons. Exploration of their feelings and emotions towards set narratives.

Differentiation may be by outcome, by task, by support or resources. R.E. is for all pupils, whatever their individual capabilities may be.

Close links with the parish churches are maintained and the involvement of the vicar and other members of the local community welcomed.

## **EYFS**

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning and understanding the world.

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

Early years learning environments may feature RE scenarios based on experience in the real world, such as in role play. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals. All RE teaching and learning must have regard to the most up-to-date version of the DfE's Early Years policy

## **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.

### **Pupils with SEND (see our SEND Policy)**

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.

### **Staff Continued Professional Development**

All staff are encouraged to participate in training to develop their subject knowledge and expertise in delivering the curriculum. This may involve attending courses or in- school training sessions. Where appropriate, they will be asked to disseminate the knowledge and skills they acquire to other members of staff.

### **Assessment, Recording and Reporting:**

Pupils will be assessed throughout each unit of work using formative assessment methods. In all year groups their progress will be assessed against the three core areas that run through each scheme. These are: making sense of beliefs, understanding the impact and making connections. Assessments will be made by the class teacher at the end of each unit using the template provided by the RE coordinator. These assessments will be passed to coordinator at the end of each unit for monitoring purposes.

Our R.E. assessment:

- is integral to our schemes of work
- employs both informal teacher assessment (e.g. classroom observation, listening to pupils) and formal assessment (e.g. set tasks involving oral or written work). Self-assessment by pupils may also be used where appropriate
- avoids value judgements of pupils' own beliefs
- Records of the progress of pupils will be kept in order to:
  - identify strengths and weaknesses
  - help set future learning
  - provide other teachers with readily accessible information □ provide a basis for reporting to parents.

Information about individual pupils' progress in RE. will be included in the annual report to parents.

### **Resources**

R.E. resources are kept in a central location in the resources cupboard. The library will contain an array of resources to support pupils learning.

## **The Role of the R.E. Co-ordinator**

The R.E. co-ordinator will:

- audit the R.E. curriculum and identify INSET needs
- offer support and advice to other staff as appropriate
- ensure that curriculum development and resources are reviewed regularly in conjunction with the School Development Plan and the overall budget.
- order new resources as appropriate to support teaching and learning
- monitor the teaching and learning of the subject across the school
- assist with record keeping and assessment of the subject
- manage and maintain the teaching resources
- Liaise with the responsible Governor

## **Classroom teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the Local Authority
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the Local Authority
- Liaising with the subject leader 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.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

## **Review**

This policy is monitored by the coordinator through:

- Scrutiny of children's work
- Monitoring planning
- Evaluation and analysis of assessment evidence
- Learning walks to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years.