

RE Policy

Policy Statement

Religious education enables children to investigate and reflect upon some of the most fundamental questions asked by people. At Newton Flotman Primary School we develop the children's knowledge and understanding of major world faiths (Learning about religion and belief) and encourage them to evaluate and respond to what they learn (Learning from religion and belief). We expect children to develop a healthy respect for the beliefs of others, and develop their own sense of what is spiritually important to them, within a welcoming and inclusive church school environment.

"Learning about religion and learning from religion helps pupils develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions and beliefs." (Norfolk Agreed Syllabus for Religious Education in Norfolk, 2005)

Aims

The aims of religious education are to:

- Develop children's knowledge about specific religions.
- Develop an understanding of how a person's beliefs affect the way they live their lives.
- Enable children to develop their own sense of spirituality and begin to explore a personal response to the fundamental questions of life.
- Promote understanding, tolerance and respect towards those who may hold world views different from their own

Time Allocation

RE is allocated a minimum 5% of curriculum time in all classes. As a school, we have agreed to organise this time as an RE day each half term within each class. In terms of curriculum coverage, according to the Norfolk Agreed Syllabus the length of time given to Christianity is twice that of all the other religions combined, and this is reflected in our medium term planning.

RE is not delivered during Collective Worship, although those leading the act of worship may make reference to what pupils have learnt during RE.

Curriculum

All children in the school participate in Religious Education. In accordance with the Norfolk Agreed syllabus, Christianity will constitute two thirds of the religion covered in RE across the school.

In the Early Years Foundation Stage (EYFS) it is planned and taught through Personal Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW).

In KS1 Children will learn about Christianity and at least one other major world religion. In KS2, religions studied will include Hinduism and Islam; other significant religions and beliefs, including humanism, may be explored.

Spiritual, moral, social and cultural development through religious education will be promoted.

Planning

In the whole school medium term plan, discussed and agreed each year, some topics are shared throughout the school and explored at the appropriate level with different age groups. Two topics each year, those based around Christmas and Easter, are developed in cooperation with the local rector, and are launched during her workshop days within the school which are linked to these Christian festivals; a recent example was the way in which we explored the Easter theme of resurrection by responding to and creating art, which was then celebrated through the powerpoint presentation in the end-of-term service.

In planning each RE Day within our classes, we use the 5 Es format promoted in Norfolk's new curriculum (2012) enquiry-based approach: We seek to

- Engage with an opening question
- Enquire by deciding what we need to know
- Explore by finding out information, using books, websites, videos, artefacts, visits or visitors
- Evaluate by sharing what we have learnt
- Express by producing a responsive outcome.

Copies of plans are submitted to the RE subject leader as units of work are completed.

Teaching and Learning

Planning facilitates an enquiry-based approach, within which the ability to ask questions and seek answers is developed as a primary skill. Learning will involve a variety of activities, such as using books, websites, videos, artefacts, drama, visits or hosting visitors.

Practical, creative approaches are encouraged, such as cooking a significant food for a festival, using DT to create model structures or using art or ICT to produce responses to learning.

Children will learn specific vocabulary appropriate to different religions, and will be encouraged to value diversity. They will be taught to compare religions and evaluate their own responses.

Spiritual, Moral, Social and Cultural Development

In RE lessons, as well as PSHE and collective worship, children are invited to reflect on their personal responses to issues, whilst learning to appreciate, understand and respect the world views held by others. We encourage children to consider the answers offered by different faiths to questions of meaning and purpose.

RE introduces children to the significance of belonging to a community, the value of diversity and rules governing society.

Special Educational Needs (SEN)

All pupils are included in RE teaching regardless of their ability and through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by promoting a wide variety of suitable learning challenges and responding to each child's different needs.

Assessment

Assessment allows us to consider each child's attainment and progress against

expected levels as guided by the Norfolk Agreed Syllabus. Each teacher has a copy of the level descriptors for both attainment targets: AT1: Learning about religion and belief, and AT2: Learning from religion and belief. Pupils in EYFS are assessed against the Early Learning Goals. Progress is monitored through the marking process and reported to parents annually. Attainment descriptors for the new primary curriculum 2014 will be incorporated into the current system as they become available.

Legal Requirements

Norfolk schools are required to follow the Norfolk Agreed Syllabus for RE. Parents have the right of withdrawal of their child from RE. Parents who choose to do this must meet with the Head Teacher and confirm their decision in writing. It is the responsibility of parents who have chosen to withdraw their child to provide acceptable alternative religious education work for their child to do during RE lessons. This work should be discussed with the class teacher and link to the work done by the other children.

Equal Opportunities

All children, regardless of ability, gender, colour or faith will be given the same opportunities to take an active part in all aspects of RE (see the Equal Opportunities Policy for more detail).

Lesley Cox
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Next Review: September 2018