

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



R.E. Policy

Thakeham Primary School

Date approved by the Standards, Teaching and Learning Committee:
01.09.17

Review Date: May 2020

Signed

Headteacher: *S. Norton*

Chair of Governors: *A. Rini*

Introduction

Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions. Please also see our Statement of Collective Worship available on the school website. RE is taught in accordance with the aims of the West Sussex Agreed Syllabus.

Aims

Through Religious Education we aim to help children to:

1. acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain and our local community.
2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of principal religions represented in Great Britain and our local community.
4. enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
 - responding to such questions with reference to the teachings and practices of religions and their understanding and experience
 - reflecting on their own beliefs, values and experiences in light of their study.
5. develop respect for other people's right to hold different beliefs.
6. develop a positive attitude towards living in a society of diverse religions.

Children

At Thakeham Primary School, we aim to:

- encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- have respect for other people's views and celebrate the diversity in society.
- appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- foster understanding about the importance of tolerance in everyday life.
- foster positive attitudes towards celebration of differences.
- develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- communicate their knowledge and understanding using specialist vocabulary.
- use children's experiences of religious festivals such as Easter, Diwali, Chinese New Year etc to develop their religious thinking.

School Staff

At Thakeham Primary School, we aim to:

- promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.
- promote RE as an active subject; this would be modelled by the teacher in the teaching activities provided.
- promote a desire to understand the 'world' of other people and an active interest in how they express this 'world'.
- be perceptive to what pupils share and what is discussed in lessons.
- extend children's sense of values and promote their spiritual growth and development.

- acknowledge that beliefs and ideas are constantly changing.
- promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- ensure that RE teaching throughout the school shows progression and is based on the West Sussex Agreed Syllabus.
- develop links with the wider community through visits to places of worship.

Parents and Carers

At Thakeham Primary School, we aim to encourage our parents/carers to:

- be understanding and supportive of our aims in learning and teaching of RE.
- support and encourage their children during Place of Worship trips.
- praise their children for their understanding of other beliefs and cultures.
- communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.
- be aware of information in the school prospectus relating to their right to withdraw their child from religious education, according to the Education Act. Parent/carers who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head teacher.

Governors

At Thakeham Primary School, we aim for governors to:

- Appoint an SMSC link governor who will:
 - a) meet with the Curriculum Leader at least once a year to find out about;
 - The school's systems for planning work, supporting staff and monitoring progress.
 - The school's visitors and place of Worship visits.
 - The allocation, use and adequacy of resources.
 - b) visit school and talk to pupils about their experiences of the curriculum area.
 - c) promote and support the positive involvement of parents in the curriculum area.
 - d) attend training and other events relating to the particular curriculum area.
 - e) report jointly with the Curriculum Leader and the governing body with recommendations, if appropriate, once a year.
- be understanding and supportive of our aims in learning and teaching RE and review the RE Policy annually.

Implementation of the RE Policy

The West Sussex Agreed Syllabus

Our RE curriculum is planned in accordance with the West Sussex Agreed Syllabus. We ensure that topics build on prior learning. There is a planned progression built into the scheme of work across each year group over year A and year B. An RE topic is taught every term, often as a blocked area of study rather than as a set of individual weekly lessons.

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

- a) Learning about Religions – Attainment Target 1 (AT1)
Learning about Religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
- b) Learning from Religions –Attainment Target 2 (AT2)
Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

Teaching and learning style (see Teaching and Learning Policy)

We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all children by matching the task to the ability of the child, for example by;

- a) Setting tasks which are open-ended and can have a variety of responses.
- b) Grouping children by ability and setting different tasks for each ability group.
- c) Providing resources of different complexity, adapted to suit children.
- d) Using classroom assistants to support the work of individuals or group of children.
- e) Differentiation takes place through a variety of strategies, activities are set to provide appropriate challenges for all pupils that build on prior learning,

Planning

Religious Education in the Early Years Foundation stage is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum.

RE is taught both as a discrete subject and through 'Spiritual Play' stories/discussions (As outlined within the West Sussex Agreed Syllabus).

Years 1 to 6 follow the West Sussex Agreed Syllabus framework for long term planning. Medium term plans have been developed to support staff in planning, delivering and assessing the learning and teaching of RE.

Cross Curricular Links

Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.

- a) **English:** RE contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening.
- b) **Computing:** where appropriate to find, select and analyse information, through using a range of Computing resources and the internet, and to evaluate and improve presentation of their work.
- c) **PSCHE, SMSC and British Values:** through RE we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. RE forms a key element of teaching and learning of SMSC (and British Values)
- d) **Social and Emotional Aspects of Learning (SEAL):** Through RE education we encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.

Place of Worship Visits/Visitors

Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite representatives of local religious groups to come into school and talk to the children in a sensitive manner. This also meets the requirements of British Values (tolerance and respect for those with different faiths and beliefs).

Assessment

Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour as well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.

Children demonstrate their ability in RE in a variety of different ways. Teachers will assess children's understanding through a combination of formal and informal strategies, by making informed judgements during lessons through discussions including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives and their Toolkits. Teacher feedback/marking helps to inform future learning to support pupil progress.

Children's standards and achievements in RE in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going

assessment of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

The School aims to involve parents/carers in their children's learning as much as possible. Parents/carers have the opportunity to meet with the child's classteachers at least twice a year at Parent/Teacher Consultation Meetings and receive verbal feedback during these sessions. Attainment and effort in RE form part of our Annual Report to parents/carers.

Resources

Resources are bought with the annually allocated RE budget and are stored in the stock cupboard.

RE resources are used by children and staff in a number of ways including:

- Demonstrating what a place of Worship would look like, artefacts which shows articles of faith.
- Use of pictures, DVD's art work, music to enable children to relate, reflect and respond.

Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.

The Role of the Curriculum Leader

Key aspects of the RE Leader's role include:

- monitoring of standards in RE and the use of this to inform the RE SWOT document and action plan
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on RE related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

During the academic year the Curriculum Leader has specific allocated time for subject self-evaluation activities in line with their agreed action plan. They are expected to maintain all sections of their Curriculum Leader's File

Monitoring and Review

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Inclusion

Inclusive practice in RE should enable all children to achieve their best possible standard whatever their ability, and irrespective of ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. See our SEND/MAP/Equalities Policy.

Learning will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper.

Health and Safety

Any resources used or food tasting undertaken must be in line with our Health & Safety policy and our Food Policy and where appropriate risk assessments carried out.