

# RE Policy

## Introduction

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

## Aims and Objectives

At Kingsfleet, we believe RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society
- offer a safe space for children to consider their own ideas and demonstrate respect for others.

The Kingsfleet, RE curriculum is based on the **Suffolk Agreed Syllabus** and delivered through the **Emmanuel** units. It is based on key concepts and delivered through an enquiry approach.

The **aims** of our RE curriculum are to deliver a curriculum which:

- is accessible to all
- will maximise the outcomes for every child so that they **know more, remember more and understand more**
- enables pupils to become independent and responsible members of a society who understand and explore big questions about life
- allows pupils to develop their own spiritual knowledge and understanding
- allows pupils to reflect on what it means to have a faith
- allows pupils to reflect on their own ideas and ways of living.
- can be explored through the three lenses of theology, philosophy and human and social sciences:
  - is theological - will develop children's knowledge and understanding of Christianity and the major world faiths
  - Is philosophical – will address big questions concerning, for example, what are the best ways to think about living and dying
  - Draws on human and social sciences - enables pupils to find out what people believe and what difference this makes to how they live

Our **objectives** in the teaching of RE are for all pupils to:

- develop an awareness of spiritual and moral issues arising in their lives

- develop knowledge and understanding of Christianity and other major world religions or worldviews adhered to in the UK and beyond
- develop an understanding of what it means to be committed to a religious belief, including an understanding that there are many diverse expressions and practices followed by an adherent
- understand the difference between individual living and community practice of a religion and where and how these might overlap or impact each other
- be introduced to major writings, art, music and artefacts from religions and worldviews
- be capable of reflecting on their own experiences, and of developing a personal response to some of the big questions of life
- develop an understanding of religious practices and an appreciation of cultural differences in the UK today
- develop reasoned opinions on religious issues
- have respect for other people's views
- celebrate diversity in society

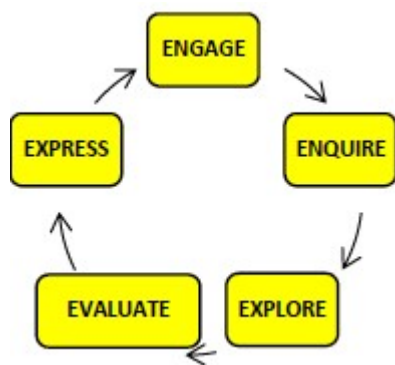
*Please also refer to our RE Intent, Implementation and Impact document.*

## **Teaching and Learning Style**

Good teaching in RE allows children both to learn about religious faith and traditions and to reflect on what the religious ideas and concepts mean to them. Teaching at Kingsfleet is designed to enable pupils to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the concepts studied in the RE curriculum.

RE curriculum teaching uses an enquiry-based approach where a religion or world view is introduced to pupils and key concepts are developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world
- **Enquire** into an aspect of the religion or world view which relates to the key concept
- **Explore** a religious or world view understanding of the key concept through 3 areas **(i) religious/worldview narrative (ii) religious/worldview community practice (iii) religious/worldview living**
- **Evaluate** and **Express** their learning about the key concept.
- **Extend** their learning by reflecting on the big question with respect to their growing oracy and philosophical thinking



To enhance the curriculum, we organise visits to local places of worship, and invite representatives of local religious groups or worldviews to come into school and talk to the children.

Within our teaching we use the following *pedagogical approaches*:

- Constructivism Enquiry-based learning
- Behaviourism Direct teacher instruction; modelling of skills and techniques; demonstration
- Social Constructivism teacher modelling; questioning
- Liberationism Pupil-led learning; opportunities

We understand the importance of pupils gaining religious literacy and the skills needed to communicate their knowledge, understanding, ideas and values. We explicitly plan for and teach progression in vocabulary and skills throughout the school.

## Time Allocation

In order to deliver the aims and expected standards of the syllabus effectively, RE is organised into 6 half-termly units for each year group. In most cases, teachers will choose to block their RE teaching rather than teach a small amount each week. This enables pupils to easily work through the enquiry cycle and build their knowledge and skills.

## Assessment

Teaching is planned so that pupils will make progression in all three disciplines; theology, philosophy and human and social sciences. Assessment is positively planned for. Opportunities for assessment are embedded in each unit and could be based on talk, task or creative expression. Specific end of unit quizzes may give additional evidence. The use of solo taxonomies are particularly useful for teachers to evidence greater depth.

At the end of the year, pupils will be given a grade for their RE learning for the year based on the working towards the expected standard (WTS), expected standard (EXS) and working at greater depth within the expected standard (GDS) as in all other subjects. At Kingsfleet, these are reported as ***emerging – less than expected***

(for WTS), **expected** (for EXS) and **exceeding – more than expected** (for GDS). An effort grade will also be given.

## **Equal Opportunities**

RE follows the schools Equality Policy. Our guiding principles are:

- All learners are of equal value
- We recognise and respect diversity
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities and barriers that already exist

The RE curriculum promotes role models that young people can positively identify with and which reflect the diversity of our community.

The RE curriculum provides opportunities to celebrate religious cultural events throughout the year to increase pupil awareness and understanding of different communities within society.

## **SEND Provision**

### ***Reasonable adjustments in Religious Education:***

We believe that all pupils have the right to access an ambitious Religious Education curriculum. As such, all pupils have Quality First Teaching. Within the curriculum area of RE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENCO where applicable.

## **Resources**

All units come with suggested resources. Teachers are responsible for ensuring that the required resources have been identified and collected before they teach the unit. We own a selection of suitable good quality artefacts and the RE coordinator will source and order more as and when necessary.

We hold a selection of RE books and stories both within the teacher resources and the school library. We also use videos and internet resources. Units often use religious writings, music and art. These can be accessed from the Internet or in the case of Holy Books found in The RE resources.

We make good use of the local church, vicar and congregation. We invite people from different religions and worldviews in to talk to the children and arrange visits to other places of worship when appropriate. All visits are risk-assessed to ensure they are safe and suitable for the pupils.

## **Legal Requirement**

RE must be provided for all registered pupils in state funded schools in England, unless withdrawn by their parents. This requirement does not apply for children below compulsory school age.

In maintained community schools without a religious character (like Kingsfleet) RE must be taught in accordance with the Local Agreed Syllabus. Our curriculum meets the requirements of the Suffolk Locally Agreed Syllabus.

Within RE we also follow the National Curriculum requirements to:

- Teach a broad and balanced curriculum
- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life

## **Right of withdrawal**

The right of withdrawal was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now- open, broad, exploring a range of religious and non-religious world views. However, in the UK, parents still have the right to withdraw their children from RE **on the grounds that they wish to provide their own religious education.** (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is our school's aim to ensure that the aims and values of RE are understood before honouring this right. This right does not extend to other areas of the curriculum where spontaneous questions may arise about religions or religious matters.

If pupils are withdrawn, the school has a duty to supervise them but not to provide additional teaching or incur additional cost. Where pupils are withdrawn, the parents must make alternative arrangements for the teaching of RE that the parents want their children to receive.

RE at Kingsfleet is provided for all pupils and is inclusive and broad minded and as such the school does not support selective withdrawal from RE. Parents who wish to withdraw their pupils should make an appointment with the head-teacher.

Teachers also have the right to withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. The school will make alternative provision for the pupils of that teacher to be taught RE.

## **Responsibilities**

With the enablement of the headteacher, the RE Co-ordinator is responsible for:

- Coordinating and planning of the RE curriculum.

- Monitoring the teaching and learning of RE to ensure that children know more, understand more and remember more about each religion taught.
- Reviewing and maintaining resources in partnership with teachers.
- Overseeing and implementing the policy.
- Writing an action plan and other documentation in line with *The School Development Plan* and evaluating progress throughout the year.
- Attending INSET and CPD and providing staff with appropriate feedback.
- Keeping knowledge up to date and feeding back to staff any changes or new important information.

RE Policy Date:

Signed – RE Coordinator: \_\_\_\_\_

Signed – Headteacher: \_\_\_\_\_

Policy Review Date:

Signed – RE Coordinator: \_\_\_\_\_

Signed – Headteacher: \_\_\_\_\_