

Richard Hill Church of England Primary School



Religious Education Policy

Date Agreed: June 2021

Review Cycle: Annually

Review Date: June 2022

Statement of intent

Richard Hill is a Church of England Primary School and therefore Religious Education holds a special place in our school life and adds to the ethos of our school. R.E. is not an isolated area of the curriculum but must be seen in the context of the whole curriculum. At Richard Hill, we explore the religions of Hinduism, Islam and Sikhism in addition to Christianity.

Richard Hill Church of England Primary School recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the Leicestershire Religious Literacy for All by Leicestershire SACRE and Understanding Christianity programme of study.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout the key stages.

RE does not seek to impose religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another. It is also not the same as collective worship which has its own place in school life.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Head of School/ subject leader responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.

- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the Leicestershire Religious Literacy for All by Leicestershire SACRE.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

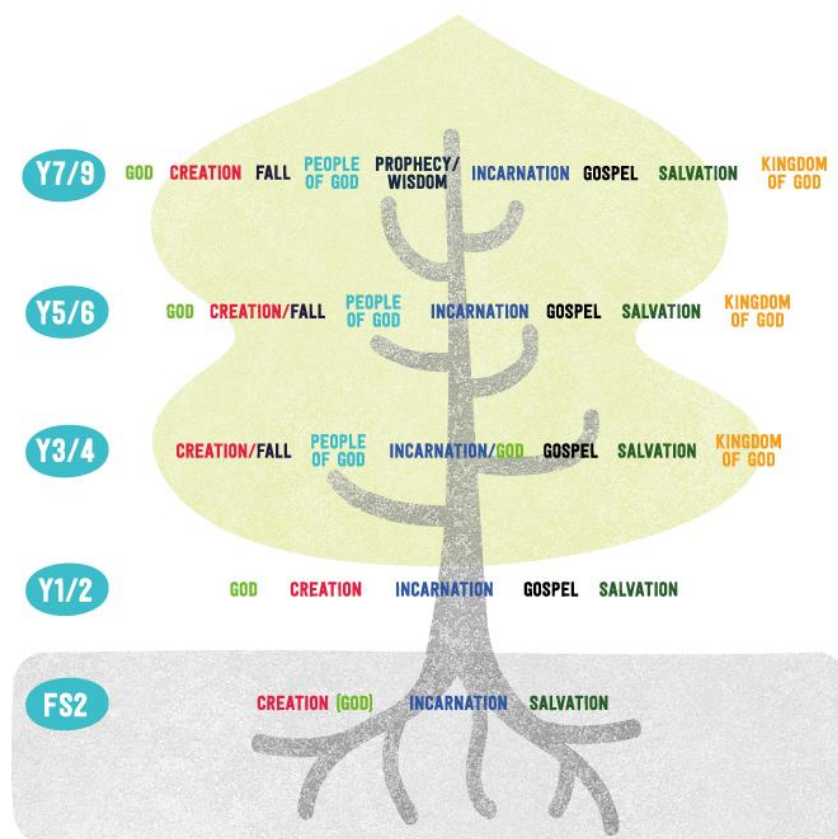
3. Early Years Foundation Stage (EYFS)

- 3.1. All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.
- 3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 3.3. All pupils will reflect on their feelings and experiences.
- 3.4. Teachers will encourage imaginative play and curiosity in pupils.

4. Curriculum

- 4.1. Richard Hill adheres to the agreed syllabus of the Leicestershire Religious Literacy for All by Leicestershire SACRE.

- 4.2. We follow 'Understanding Christianity' for the teaching of Christianity in Religious Education. The 'Big ideas' taught across the year groups are shown below.



- 4.3. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.4. The school will make provisions to account for parents' right to withdraw their child from RE lessons this should be done in accordance with the Head of School and the Executive Headteacher.
- 4.5. All pupils will have a high quality, coherent and progressive experience of RE.
- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Good practice for the curriculum include:
- Exploring controversial issues in the modern world.
 - Working with local communities who promote the beliefs taught in lessons.
 - 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.

5. Teaching and learning

- 5.1. The RE curriculum is delivered at least once a week for KS1 and KS2.
- 5.2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
 - Storytelling.
 - Adult-led activities.
 - Child initiated activities.
 - Debating.
 - Dramatic performance.
- 5.5. 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.

6. Planning

- 6.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 6.2. Long-term plans will be created by the subject leader and will include the topics studied in each term during the key stage.
- 6.3. Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.
- 6.4. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher.
- 6.5. The subject leader is responsible for reviewing and updating long-term and medium-term plans on an annual basis, and communicating these to teachers prior to the start of a new term.
- 6.6. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 6.7. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.
- 6.8. Medium-term plans will identify the main learning objectives of RE to ensure there is a visible progression between years.

7. Assessment and reporting

- 7.1. Pupils will be assessed using formative methods.
- 7.2. Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.
- 7.3. The results from formative assessments will be used to inform teachers' lesson plans.
- 7.4. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

8. Resources

- 8.1. The subject leader is responsible for the management and maintenance of RE resources.
- 8.2. Display walls will be utilised and updated on a minimum of a termly basis, in accordance with the topics being taught at the time.
- 8.3. The RE working wall in classes will show the journey of RE learning across the year.
- 8.4. The school library contains an array of resources to support pupils' learning.

9. Equal opportunities

- 9.1. All pupils will have equal access to the RE curriculum.
- 9.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 9.3. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- 9.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.