



Robert Miles Infant School

RE Policy.

Approved by: LGB **Date:** Sept 2019

Last reviewed on: Sept 2019

Next review due Sept 2020
by:

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

- Religious Education (RE) is not a National Curriculum subject, but must be provided for all registered pupils in state-funded schools in England including those in the sixth form, unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum.
- As RE is not nationally determined a locally agreed syllabus of RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority.
- The law requires that Agreed Syllabuses and RE syllabuses used in academies that are not designated with a religious character “must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain”. This means that from ages 4-19 pupils learn about diverse religions and world views including Christianity and the other principal religions. All types of school should recognise the diversity of our region and of the UK and the importance of learning about its religions and world views, including those with a significant local presence

It is this Nottinghamshire Agreed Syllabus of Religious Education 2015, which we have used as the basis of our planning and delivery of RE. This takes the opportunity to give clear guidance on the structure, establishing what shall be taught and provides teachers with practical support and guidance about how to teach RE effectively. The syllabus pictures how pupils will develop increasing understanding of wide areas of RE subject knowledge, and also how pupils can develop religious literacy.

PURPOSE OF STUDY AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives.

Purpose of Study: At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing

personal identity and searching for meaning in the context of evaluating different viewpoints.

The curriculum for religious education aims to ensure that all pupils:

- A. Know about and understand a range of religions and world views,
- B. Express ideas and insights about the nature, significance and impact of religions and world views,
- C. Gain and deploy the skills needed to engage seriously with religions and world views.

CONTENT AND APPROACH

At key stage 1 a minimum of two religions are studied ^{[[1]]}_[SEP]

EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this.
Years 1 and 2	A minimum of two religions are studied. Christianity and at least one other religion. Our focus is on Judaism. Pupils also learn from other religions in thematic units.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

Time allocation.

In order to deliver the aims and expected standards of the syllabus, SACRE and the Agreed Syllabus Conference expects a minimum allocation of curriculum time for RE based upon the law and DfE guidance. A minimum 5% of curriculum time is required for teaching RE. Schools should make plans to give at least this amount curriculum time to the subject as the syllabus is implemented.

This means in practice that schools are expected to allocate:

- Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

Special Educational Needs.

The Nottinghamshire SACRE vision is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with SEND. RE is a statutory part of the core curriculum

for all pupils, including those with learning difficulties. Pupils with Special Educational Needs and Disabilities (SEND) are found in all contexts and all teachers are teachers of SEND pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. The law says that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included.

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the headteacher. Teachers may also withdraw from the teaching of RE.

ASSESSMENT, RECORDING AND REPORTING

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment. As a staff we have undertaken moderation exercises to ensure that we are familiar with the requirements and what they mean in the context of a pupil's work.