

"I am able to do all things by the one who strengthens me" - Phillipians 3:14

GROWING - BELIEVING - SUCCEEDING

" We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community".



Sale and Davys C.E. Primary School

RE Policy

Date policy last reviewed: March 2024

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 20 December 2022

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Statement of intent

Sale and Davys C.E. Primary School recognises the effect that an inclusive teaching style can have on 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 Derbyshire and Derby City 2020-2025.

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

- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- To develop an understanding of the influence of beliefs, values and traditions on the individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.
- To positively enhance their spiritual, moral, social and cultural development by:
 1. Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them;
 2. Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
 3. Reflecting on their own beliefs, values and experiences in the light of their study.
- To develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

Roles and responsibilities

The subject leader is 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.
- Organising the deployment of resources and carrying out an audit of all related resources.
- Liaising with the school office to purchase further resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff 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.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis, and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of Derbyshire and Derby City 2020-2025,
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of DDAT.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- 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.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

EYFS

All children in the EYFS will be taught RE as a part of their understanding the world learning and will contribute integral part of their personal, social and emotional learning.

All children will encounter religions and world-views through multiple methods of teaching.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning must have regard to the most up-to-date version of the DfE's [EYFS framework](#).

Curriculum

Sale and Davys C.E. Primary School adheres to the locally-agreed syllabus of Derbyshire and Derby City 2020-2025.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Pupils will be introduced to issues of right and wrong, conflict and justice.

Good practice for the curriculum includes:

- 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.

Teaching and learning

Religious Education is taught 45mins per week in Reception/Key stage 1 and 1hr per week in Key stage 2 and is distinct from the time spent on Collective Worship.

RE units of work are sometimes block taught. The RE Curriculum taught is Enquiry led with units of work and lessons centred on Key questions and core concepts. Teaching is differentiated and structured to meet the learning needs of all pupils and a creative approach to delivering the material is encouraged.

We teach RE as part of our topic based curriculum. Each year each Class contrasts a major world religion with Christianity exploring beliefs, practices, festivals and places of worship. As a Church school two thirds of our curriculum time is focused on exploring the core concepts of Christianity through use of the resource 'Understanding Christianity'. Staff use this and the Derbyshire and Derby City 2020-2025 agreed syllabus to plan their units of work. Staff have the flexibility to deliver their sessions in a preferred learning style for the pupils while still maintaining continuity and progression across the school.

RE is also taught through other curriculum areas. I.e. Literacy, drama, Art, DT and through Visits and Visitors.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

Planning

All lessons will have clear learning objectives taken from the progression grids, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

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.

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 and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

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.

The results from formative assessments will be used to inform teachers' lesson plans.

Summative assessment will be carried out at the end of each term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their religious education.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

Resources

The school has a wide range of resources which are regularly reviewed and updated by the co-ordinator. These include 'Understanding Christianity resource', enquiry RE resources, books, posters, photographs, DVDs, and boxes of artefacts relevant to each major religion studied. These resources are kept centrally in the store cupboard and organised into the major religions. There is a separate section of the library dedicated to RE related texts.

Equal opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

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.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader.

The scheduled review date for this policy is January 2024.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of Derbyshire and Derby City 2020-2025.

The subject leader and a nominated member of the governing board will attend the Agreed Syllabus Conference (ASC) to review the locally-agreed syllabus of the LA.

Any changes to the locally-agreed syllabus will be communicated to the headteacher.

Any changes to this policy will be communicated to all teaching staff.