

RE Policy

Moulton CEVC Primary School



Approved by:	Full governing body	Date: 25 June 2018
Last reviewed on:	March 2017	
Next review due by:	March 2021	

Chair of governor's signature _____ -

Aims:

- Through the provision of Religious Education at Moulton we aim to:
- Provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs, (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to antidemocratic or extremist narratives.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.

- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder in the world in which our children live.

Statement of Equal Opportunities

At Moulton CEVC Primary, we are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

The Contribution RE Makes to Other Curriculum Aims:

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for later life.' Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained within the broad based RE curriculum, is essential to achieving these aims. Exploring the concepts of religion and beliefs and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and Well-Being:

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community Cohesion:

RE makes an important contribution to our duty to promote an understanding, tolerance and acceptance of the diverse nature of our communities; the school community; the community within which the school is located; the national community; and the global community. Our RE Curriculum gives particular opportunities to promote an ethos of respect for others, challenge stereo-types and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

The Teaching of RE at Moulton:

Content.

There are two main parts to the Programme of Study:

1. Knowledge, Skills and Understanding
 - Learning ABOUT Religion (AT1)
 - Learning FROM Religion (AT2)
2. Breadth of Study – Religions and Beliefs
 - Learning Themes
 - Experiences and Opportunities

Learning about Religion and Learning from Religion run throughout the whole of the syllabus from the Foundation Stage to the end of schooling.

1. Knowledge, Skills and Understanding.

Learning about Religion (likened to looking out of a window).

This covers knowledge and understanding of Christianity and the other principal religions, the understanding of the influence of beliefs and values on individuals and communities and the ability to reflect on religious and moral issues.

Learning from Religion (likened to looking in a mirror).

This concerns developing an awareness of the fundamental questions of life, responding to such questions and reflecting on personal beliefs and values.

2. Breadth of Study.

Religions and Beliefs.

Religions to be covered at each key stage are laid down in the syllabus. These need to be taught through the Learning themes. In accordance with the structure of the locally agreed Suffolk syllabus, we have

agreed that the religions to be covered are:

- Foundation Stage: Christianity and 'sampling' other religions
- At Key Stage 1, children will learn about and from Christianity and Judaism, with a small portion of time given to children experiencing Islam and Sikhism.
- At Key Stage 2, children will learn about and from Christianity, as well as Judaism, Islam, Hinduism, Sikhism, Buddhism and Humanism

The Suffolk Agreed Syllabus (2012) recommends, among other approaches, the use of an enquiry model of five flexible blocks for teaching RE (Engage, Enquire, Explore, Evaluate, Express – see appendix i).

Learning Themes. (These are also shown in the syllabus)

Foundation Stage:

The Foundation Stage is provided for within the Agreed Syllabus, and the programme of study for Early Years children is set out in line with Early Learning Goals, and is consistent to follow through to the KS1 RE curriculum. The 2 aims are incorporated into the programme of study, to support

continuity and progression into KS1. The curriculum is based on material which most children in Suffolk encounter and the experiences they have as they begin school. No specific learning themes are identified for foundation stage, but RE is planned to enable children: 'to talk about past and present events in their own lives and in the lives of family members; to know that other children don't always enjoy the same things, and are sensitive to this; to know about similarities and differences between themselves and others, and among families, communities and traditions.' (Specific Learning Area: Understanding the World, People and Communities ELG 13, revised EYFS 2012). Lessons are aimed at being practical lively and fun, with artefacts, imaginative play and simple simulation activities to support learning

KS1:

Believing
Belonging
Prayer & Worship
Leaders & Teachers
Stories & Books
Celebrations
Symbols & Artefacts

KS2:

Beliefs and Questions
Inspirational People
Teachings and Authority
Religion and the Individual
Religion, Family and Community
Worship, Pilgrimage and Sacred Places
The Journey of Life and Death
Symbols and Religious Expression
Beliefs in Action in the World

Within Key Stages 1 and 2 RE must be taught for 5% of the weekly timetable as stipulated in the Agreed Syllabus (2012); which is 36 hours at KS1 and 45 hours at KS2. This translates to 1 hour per week for KS1 and just over 1 hour per week for KS2 (there is flexibility within this e.g. 2 hours fortnightly).

(See appendix ii for long term plans for KS1 and KS2)

Supporting children with SEN and the Able, Gifted and Talented

Lessons are accessible to all abilities, through offering a range of teaching styles, and should be adapted for access, or made more challenging as appropriate. Teachers identify pupils with SEN and AG&T, and provision will be made to support them in RE; for example TA classroom support may be targeted, AG&T group discussion times may be set aside.

Assessment and reporting

Teachers assess children's understanding and knowledge based on the lesson learning objectives set. These assessments are usually formative and used to plan the next steps in learning for individuals, groups or the whole class. Over a unit of work assessment is made according to key attainment target level descriptions, for both learning aims. Levels in KS1 and KS2 are summative to record attainment achieved. They are the basis for a descriptive evaluation of a pupil's progress in RE, which will be reported to parents annually. In EYFS assessment is made using the criteria

to achieve the ELG 13 (Specific Learning Area: Understanding the World, People and Communities 13, revised EYFS 2012)

Staff development

This takes place through staff meetings, INSET and informal discussions in the course of general planning and evaluation. Care is taken to ensure the effectiveness of our planning as we recognise the need to maintain continuity and progression for our pupils. The RE coordinator oversees the RE provision throughout the school and feeds back any new information to the rest of the staff.

Resources

- Boxes of artefacts for Christianity, Judaism and Islam - staffroom cupboard.
- Videos and DVDs to support teaching of Islam, Christianity and Judaism – staffroom cupboard
- Set of children’s Bibles – library
- Selection of world religion books – library
- Teacher reference books – staffroom
- Excellent support through St Edmundsbury diocese – see website and Helen Matter – schools’ advisor – helenm@stedmundsbury.anglican.org

Monitoring and review

The subject leader will undertake review of the implementation of the Agreed Syllabus throughout the school, and oversee the long term plan. Adjustment of timing and organisation of topics may be made, where it is felt appropriate.

Standards of work will be monitored by the subject leader through lesson observation and scrutiny of children’s work. Class teachers will meet to discuss the long term plan and its implementation; the subject leader will disseminate current policy and developments from national strategies to the team.

This policy will initially be reviewed in 12 months and thereafter every three years in line with the school’s policy review programme. The Subject Leader is responsible for reporting to the Curriculum and Learning Committee of the Governing Body about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

appendix i

Agreed Syllabus for Religious Education in Suffolk 2012

<http://www.cofesuffolk.org/uploads/schools/2012%20Suffolk%20Agreed%20Syllabus.pdf>

appendix ii RE Scheme of work KS1 2017/18

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Belonging - Christianity	Belonging - Judaism	Stories and books – Christianity	Celebrations - Christianity	Prayer and Worship - Christianity	Prayer and Worship - Judaism
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Leaders and Teachers - Christianity	Leaders and Teachers - Judaism	School selected unit on any religion or learning theme	Symbols and Artefacts - Christianity	Believing - Christianity	Believing - Judaism

RE Scheme of work KS2 2017/18

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religion and the Individual - Christianity	Religion and the Individual - Islam	Religion and the Individual - Hinduism	Symbols and Religious Expression (How religious and spiritual ideas are expressed) - Christianity	Beliefs in Action in the World (How religions respond to global issues) - Christianity	Revisiting Judaism (Beliefs in action in the World)
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Inspirational People - Christianity	Inspirational People - Islam	Inspirational People - Hinduism	Encountering Sikhism (inspirational people)	Religion, Family and Community - Christianity	Encountering Sikhism (Religion, Family and community)
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Teachings and Authority - Christianity	Teachings and Authority - Islam	Teachings and Authority - Hinduism	Revisiting Judaism (Teachings and Authority)	Worship, Pilgrimage and Sacred Places - Christianity	Encountering Buddhism (Worship, Pilgrimage and Sacred Places)
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beliefs and Questions - Christianity	Beliefs and Questions - Islam	Beliefs and Questions - Hinduism	Encountering Buddhism (Beliefs and Questions)	Journey of Life and Death - Christianity	Encountering Humanism (Journey of Life and Death)

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