

Corvedale C of E Primary School

RE Policy

Aims and Objectives

At Corvedale C of E Primary School, we believe that learning about and learning from religions is a key skill in becoming a tolerant and thoughtful British citizen. As a Church school we place a high value on our Christian values and these underpin the RE curriculum that is taught here.

“Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human...Pupils should learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Shropshire Agreed Syllabus, 2014.

Teaching and Learning

At Corvedale C of E Primary School, we have used the Agreed Syllabus for Shropshire as the basis for our planning. The children are taught how to:

- develop an awareness that many people believe human life depends upon an ultimate being or sustaining creative power often referred to as God.
- develop an awareness, understanding and appreciation of the broad religious, spiritual and ethical heritage of their immediate and global communities
- reflect upon the experiences and the mysteries of life and recognise the significance of awe and wonder in religious belief.
- develop children’s knowledge, awareness and understanding of Christianity as the predominant religion studied.
- develop their knowledge, awareness and understanding of a balance of other religions. We have a focus on Christianity and Judaism in Key Stage 1, Christianity and Sikhism in Lower Key Stage 2 and Christianity and Islam in Upper Key Stage 2. Within our planning model there is space and flexibility to explore beliefs and practices in other religious traditions, for example to look at the Hindu festival of Diwali during an Autumn term focus on Autumn and Winter festivals.
- encourage respect for other people’s religions and beliefs.
- foster and encourage children’s spiritual, moral, cultural development

Curriculum Organisation

The long-term planning document demonstrates when different key questions are explored – where possible linking with other curriculum areas. RE is taught every week in KS1 and either every week in KS2 or blocked to for a deeper focus at certain points in the year. Care is taken to insure that children in KS2 receive the equivalent of 1hour 15mins of RE each week and children in KS1 receive 1 hour of RE each week. Our Reception children are taught within the EYFS curriculum and a major focus on their learning is Personal, Social and Emotional Development – within this context children are supported to develop the skills needed to express their own opinions, reflect on their own ideas and listen respectfully to the views of others. Within the context of Understanding the World opportunities are planned for the Reception children to explore their own experiences and those of others.

Assessment, Record Keeping and Recording

We assess children’s work in RE by making informal judgements as we observe, question and listen to them during each RE lesson. On completion of a unit of work, the teacher assesses the children’s progress and understanding with reference to the QCA attainment target levels. A comment is made in the end of year report on children’s progress in RE.

Parents’ Rights of Withdrawal

Parents and carers have the right to request the withdrawal of their child from R.E. and collective worship. The parent/carer can request that their child be withdrawn from school to receive R.E. elsewhere providing the L.A. is satisfied this will not interfere with school attendance.

The school continues to be responsible for the supervision of any child withdrawn by its parent from R.E., unless the child is lawfully receiving R.E. elsewhere.

Consideration of the Need to Respect all Belief & Non-Belief

Part of the attitudes and values we are aiming to encourage is the respect of a person's beliefs. The school has a responsibility to teach the importance of respecting a person's right not to believe. Our aim is to give the children the knowledge, skills, concepts and attitudes that will enable them to acquire their own beliefs.

Equal Opportunities and Special Educational Needs

We recognise the fact that in all classes there are children of widely different abilities in RE, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting appropriately differentiated tasks;
- providing resources of different complexity, depending on the ability of the child;
- using carefully differentiated questions.

All pupils will have equal access to the RE curriculum.

We also recognise that children who do not always excel in written tasks may have exceptional contributions to make in RE. We plan opportunities for non-written outcomes in order to celebrate the gifts of all in this subject.

Resources

We have a small bank of resources in our school which support the teaching and learning of RE. We have access to excellent online resources e.g. BBC video clips, Curriculum Visions online books which we make regular use of. We have access to Hereford Diocesan resources.

Health and Safety

Please refer to the Health and Safety Policy for further information.

Responsibilities of the Co-ordinator

These include:

- Supporting the teaching of RE across the school.
- Reviewing and updating resources within a budget.
- Offering advice to other teachers on RE planning.
- Helping with the professional development of all members of staff.
- Monitoring the standard of the children's work and their progress in RE.
- Helping embed RE into the culture and life of the school.

Review of RE Policy

This policy has been written with reference to the relevant school policies, the Shropshire Agreed Syllabus (2014), the EYFS curriculum and guidance from LA. The RE co-ordinator has collated the corporate views of head, governors and staff in compiling this policy and it will be reviewed in 2017 or in the light of new legislation.

November 2014

Signed Headteacher

Signed on behalf of the Governing Body.