

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN
C OF E FIRST SCHOOL



RE POLICY ON
SC14

Date approved at FGB	21.3.17
Statutory/ school policy status	Non-DfE statutory
Review period	1 year
Date of next review	Spring 2018

Chair of Governor's signature.....

Headteacher's signature.....

The Pinvin Federation RE Policy

This policy reflects the consensus of opinion of the teaching staff and has the full agreement of the governing body and complies with the Education and Inspection Act 2006.

The policy reflects the vision and aims of the federation and our Christian principles as a federated Church of England Schools.

Vision Statement:

Quality education within the context of a caring Christian community where all stakeholders hold a shared commitment, this includes: pupils, staff, parents/carers, governors.

1. Introduction

- 1.1** The Pinvin Federation believes that Religious Education has a pivotal part to play in the education of children and that the learning journey that takes place in Religious Education promotes the values that uphold the ethos of our school.

When teaching Religious Education, we seek to develop:

- Belief aspect: developing knowledge, understanding and awareness of Christianity and other principle religions
- Development of concepts (e.g. good, evil, truth, doubt, revelation)
- Enhancement of skills: empathy, investigation, reflection and evaluation
- Promoting SMSC- social, moral, spiritual and cultural education is embedded across the curriculum
- Encouraging tolerance and respect for those with different beliefs.

- 1.2** At the Pinvin Federation we aim to:

- Facilitate children in developing a sense of their own identity and self-worth which enables them to grow in knowledge and self-esteem.
- Assist children in developing their own beliefs and values which will guide their decision making and behaviour.
- Help each child develop a tolerant and open attitude towards both religious and non-religious beliefs.
- Develop children's awareness that people may have commitments to causes and beliefs
- Encourage children to consider their own attitudes, opinions and beliefs even if they differ from others
- Promoting respect, tolerance and understanding of those with different beliefs and the ability to recognise prejudice
- Reflect upon the beauty, mystery and wonder of the natural world
- Help children to reflect on their own beliefs and behaviour by exploring the beliefs of others in relation to Christianity and other major world religions.
- Investigate and reflect upon the fundamental questions in life.

- 1.3** Religious Education in the Federation is provided under the terms of the new Worcestershire Agreed Syllabus for Religious Education. The programme of study

supports our commitment to Equality of Opportunity and embraces the guidance outlines in 'Valuing all God's Children'.

- 1.4** The aims of Religious Education stated in the new Worcestershire Agreed Syllabus support the Federations aims for RE.

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and world views so that they can:**
 - Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals.
 - Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and world views
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
 - 2. Express ideas and insights about the nature, significance and impact of religions and world views so that they can:**
 - Explain reasonably their ideas about how beliefs, practises and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues
 - Appreciate and appraise varied dimensions of religion
 - 3. Gain and deploy the skills needed to engage seriously with religions and world views so that they can:**
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth responding creatively.
 - Enquire into what enables different individuals and communities to live together respectfully for the well-being of all.
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives
- 1.5** Religious Education is a core subject. It provides a valuable contribution to the personal and social development of each child in line with the overall aims of the school.
- We help pupils to understand and recognise the difference between right and wrong through the study of ethical and moral questions
 - To enhance the pupils' social development by helping them build a sense of identity in a multicultural society
 - Through Religious Education we aspire to help pupils develop positive attitudes about themselves, others and the natural world.
 - Through Religious Education lessons we teach children about the values that underpin individual behaviour and choices
 - We promote the values and attitudes required for citizenship in a democracy by teaching about respect and the importance of responsibility

2. Legal Framework for Religious Education

- 2.1** The Federation fully complies with the requirements of the Education Act (1996) the Schools Standards and Framework Act (1998) and the Education Act (2002) as stated in the Worcestershire Agreed Syllabus for RE.
- 2.2** The Federation respects the legal right of parents to withdraw their children from RE. Parents inform the Headteacher if they wish to withdraw their child. They need not give any reason.

3. Entitlement

All pupils have access to the programme of study as detailed in the Worcestershire Agreed Syllabus for RE.

- 3.1** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions, which religion and world views address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop response of their own.
- 3.2** The Religious Education Curriculum will be based on the three aims:
- A. Know about and understands 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

The Religious Education curriculum will provide opportunities for children to develop the following skills:

Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising and Evaluating. This will in turn develop the following attitudes: Curiosity and Wonder, Commitment, Fairness, Respect, Self- understanding, Open mindedness, Critical mindedness and Enquiry.

- By following the new Agreed Syllabus, we ensure that the topics studied in Religious Education build upon prior learning.
- We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression, built into the scheme of work, offers the children an increasing challenge as they move through the school.
- Teachers refer to the relevant documentation when planning and delivering RE, in order to ensure that progression of skills and knowledge are achieved.
- R.E. is taught through discrete weekly lessons, as well as through curriculum topics where appropriate. There will also be days where whole Key Stage or school activities take place. The timetable is being reviewed for September 2017

- 3.3** The minimum hours devoted to Religious Education are:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours

In the Early Years Foundation Stage, Religious Education is an integral part of the topic work covered during the year. In the Reception class the Religious Education aspects of the children's work is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

3.4 The religious traditions studied in depth are as follows:

- **Key Stage 1** children learn about Christians, Muslims and Jewish people.
- **Key Stage 2** children learn about Christians, Muslims, Hindus and Jewish people
- **Key Stage 3** children learn about Christians, Muslim, Sikhs and Buddhist people. Religious Education starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions. Children also encounter other religious and non - religious world views at various stages throughout the three Key Stages.

3.5 In this, as in all other subjects, pupils are entitled to a wide variety of learning experiences.

- Understanding religious concepts such as spirituality, mystery, values and commitment
- Developing general study skills such as observation, investigation, analysis and evaluation
- Developing attitudes such as sensitivity, empathy, reflection and response.

3.6 The skills in Religious Education include:

- Investigation
- Interpretation
- Analysis
- Explanation
- Synthesis
- Reflection
- Evaluation
- Empathy

These skills will also be taught via other subjects, such as "empathy" in circle time; "explanation" as a genre taught in literacy and "investigation" in maths and science.

3.7 R.E. has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and the wider world, and is also a valuable means of exploring attitudes towards the roles of women and men.

3.8 Religious Education is about religious beliefs and the challenges that all people, regardless of belief, face today. Pupils are entitled to teaching that:

- Stresses the links between content in religious education and the challenges of their own everyday life
- Is inclusive, so that all can derive benefit educationally irrespective of their own faith background
- Includes imaginative activities- e.g. story, drama and art.
- Includes use of visits to local churches and other places of worship

4. Planning

4.1 At The Pinvin Federation we recognise that detailed curriculum planning is vital to successful implementation of R.E.

4.2 RE is taught as a discrete subject but may be linked with other areas of the curriculum such as History, English and PSHCE or as part of a topic such as Divali in Early Years.

4.3 Long Term Planning is provided by the new Worcestershire Agreed Syllabus for RE. Medium and Short term planning is essential for effective delivery of the RE curriculum and the RE assessment process. Teachers plan for their Year group class and in Year group teams.

4.4 Teachers identify in their plans any specific issues relevant to pupils with special educational needs.

4.5 Planning for progression in the level of challenge and skills is incorporated in plans.

4.6 Children have opportunities for learning in Religious Education both individually and through collaboration with others.

5. Implementation

5.1 R.E. and Collective Worship are legally distinct. R.E. is an educational process, whilst Worship is a chance to take part in affirmation and celebration of certain basic values. While recognising the separate nature of the two activities, teachers occasionally draw upon curriculum R.E. as part of School Worship and refer to particular Collective Worship experiences within RE lessons.

5.2 Pupils are taught R.E. in mixed ability classes. On occasions, teachers arrange pupils into ability groups for particular activities.

5.3 The Federation has a varied range of resources including Bibles, teacher / pupil Badger and Folens books, as well as artefacts for Christianity, Hinduism, Judaism, Sikhism and Islam. Subscriptions are held to NATRE and RE Today.

5.4 Teachers ensure that they maintain high expectations of the children and that the subject is suitably differentiated to cater for diverse needs.

5.5 The learning environment is stimulating and the approach is sensitive and interactive (see learning and teaching policy).

5.6 Assessment in RE is becoming rigorous, as is required for a core subject. Assessments are made using the school's Pupil Tracking system Epiphany RE©. Formative assessment is conducted using the individual RE pupil assessment trackers located in the back of every pupils' book. Summative judgements are entered onto the Epiphany RE© pupil tracking system at the end of every term. Teachers will work with the Assessment Leader to analyse the data produced for the year group and groups of pupils e.g. Pupil Premium, SEN, etc. The data produced will be used to raise standards of achievement in RE by:

- Providing teachers with information on individual pupil's strengths and showing the gaps in that pupil's learning
- Informing the planning of future RE lessons

5.7 All parents receive a written comment on progress in R.E. in the Annual Reports to Parents.

5.8 Children visit our local church and other places of worship regularly throughout their time in the Federation.

5.9 Equal opportunities – this Federation believes that it is important for all children to have access to opportunities for spiritual development and awareness and understanding of the great religious traditions.

6. Monitoring and Evaluation

6.1 The learning and teaching in R.E. is regularly monitored and evaluated as part of the whole school framework for monitoring and evaluation.

6.2 Monitoring and evaluation include:

- Observations of R.E. lessons by the Senior Leadership Team and R.E. Subject Leader,
- Learning walks conducted by the Foundation Governor and Pupils,
- Scrutiny of pupils work by the Governors, Senior Leadership Team and RE leader,
- Talking with Pupils
- The use of questionnaires for Pupils, Parents and Staff.
- Teachers also engage in peer observation to develop and enhance their practice.

7. Staff Development

7.1 Any staff development needs relating to the teaching of Religious Education are identified as part of the School Improvement Plan. This will involve:

- The R.E. Subject Leader disseminating information from external courses
- The R.E. Subject Leader leading staff meetings and staff INSET on RE.
- Teachers attending appropriate courses.

This policy will be reviewed annually.