

Shamblehurst Primary School Religious Education Policy

Legal Requirement

RE at Shamblehurst Primary School is taught in accordance with the legal requirements of the agreed syllabus for Hampshire/Southampton/Portsmouth/Isle of Wight, *Living Difference III.*, this is to be updated in Autumn 2021

We follow the recommended time allocation of 36 hours for RE per year in the Foundation Stage and Key Stage 1, and 45 hours for RE per year in Key Stage 2, with links made with other areas of the curriculum where appropriate.

Parents have the right to withdraw their children from parts of, or all, RE lessons as identified in the Education Reform Act. Shamblehurst Primary School welcomes open conversation about the RE curriculum if it helps to inform choices about the withdrawal of children from the subject. Children who are withdrawn are supervised.

Rationale

Religious education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities through open, fair minded enquiry.

Indoctrination and conversion are **not** part of the educational process and therefore have **no place** in religious education. Religious education is an educational subject in its own right, taught within an educational framework.

At Shamblehurst Primary School our RE curriculum develops successful learners who enjoy learning, make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

Aims

- To enable children to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths.
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society.
- To help children reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions'
- To encourage children to develop open minds to new and different concepts and to form their own opinions based on evidence and argument.
- To maintain close links with local churches and other religious communities.

Planning and Responsibilities

Long and medium-term planning are provided by the RE leader in consultation with all teaching staff. Teaching staff are responsible for their own short term planning to suit their own classes' needs. It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE leader to ensure that the RE curriculum is effectively planned, assessed and resourced.

There is a legal obligation to deliver RE to Reception class children within the Foundation Stage according to the agreed syllabus. Where possible, links need to be made between RE and other areas of learning as children work towards the Early Learning Goals. Children encounter simple concepts which are particularly appropriate for this stage in their development such as *celebration*, *specialness* and *change*.

Schemes of work

The schemes of work for RE follow the *Living Difference III* methodology of delivery through the study of concepts:

- at Key Stage 1 children focus on Christianity and Judaism, and
- at Key Stage 2 children focus on Christianity, Hinduism (years 3 & 4) and Islam (years 5 & 6)

Teaching and learning strategies

The RE curriculum will be delivered in line with the procedures agreed in the school's teaching and learning policy. Wherever possible we use first-hand experiences as a stimulus for learning. We encourage children to question the stories, practices and beliefs that they encounter and form opinions about them.

When planning and delivering the RE curriculum, reference is made to ensure that the health and safety, equal opportunity, and special needs policies are met.

Resources

A wide range of resources is available to enrich the RE curriculum, including posters, DVD's, artefacts, books and websites. Resources are audited, evaluated and order by the RE manager according to the allocated budget. Resources can be accessed by all teaching staff in the following ways:

- boxes allocated to each unit of work for RE are stored in year groups
- supplementary resources for RE are held by the RE leader
- the library contains fiction and non-fiction books relevant to RE
- borrowing from the RE centre in Winchester.

Assessment, recording and reporting arrangements

We assess children's work in RE by making informal judgements as we observe them during lessons. Teachers recognise that sometimes learning may take place as part of a group and may be based on discussion or practical tasks. Work is marked once completed in line with our marking policy. Assessment procedures for RE are in line with the age-related expectations contained in *Living Difference III*. Assessments are made to monitor attainment and progress in RE and inform future planning.

Children's progress in RE is reported to parents annually.

Review

This policy will be reviewed in the Summer term 2021.

Standards in the quality of RE will be monitored by the RE leader through monitoring of assessment, lesson observations, pupil interviews and work sampling.

The head teacher will monitor RE in the school through sampling and reports from the RE leader.

Policy Written by: Lisa Wright

Policy agreed: xxxxxx 2020

Review date: xxxxxx 2022