



## **RE Policy**

### **Introduction**

This policy reflects the school's values and philosophy in relation to the teaching and learning of RE. It sets out a framework that staff can operate and gives guidance and planning, teaching and assessment. This policy is intended for all teaching staff, who will ensure they have their own copy. Governors will be offered a copy and further copies will be available to parents, inspection teams and LEA advisors, from the Head teacher.

### **Philosophy**

RE enables children to investigate and reflect on some of the fundamental questions asked by people. At Hollyfield Primary School we develop the children's knowledge and understanding of the major world faiths, including addressing the fundamental questions in life, such as, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity, but also of other world religions and give them the opportunity to reflect on their own spiritual knowledge and understanding. We help the children learn from faith as well as learning about religious traditions.

### **Aims**

- To develop an awareness of spiritual and moral issues in life experiences.
- To develop knowledge and understanding of Christianity and other major world religions.
- To develop an understanding of what it means to be committed to a religious tradition.
- To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- To develop an understanding of different religious traditions and to appreciate the cultural difference in Britain today.
- To develop investigative research skills to enable them to make reasoned judgements about religious issues.
- To have respect for other people's views and to celebrate the diversity in our society.
- To follow the Chris Quigley objectives and deliver the requirements of The Birmingham Agreed Syllabus 2007.

## **The Legal Position of Religious Education :**

All children at Hollyfield Primary School are entitled to receive a programme of teaching and learning in Religious Education in line with The Birmingham Agreed Syllabus 2007. This conforms to the requirements of the 1988 Education Reform Act (ERA) which states that an agreed syllabus should:

"reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions represented in Great Britain."

The ERA stipulates that RE is compulsory for all children. However, it also states that parents may withdraw their child from Religious Education classes if they so wish, but only after the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

### **Time allocation:**

Key Stage One – 36 hours per year

Key Stage Two – 45 hours per year

## **Planning and Organisation**

Teachers will plan activities for the children in their class based on their individual needs. Planning will incorporate and ensure the full coverage of both the Chris Quigley objectives and the 24 dispositions as set out in the Birmingham Agreed Syllabus 2007. It will demonstrate and develop a progression in skills and knowledge from Reception through to Year 6.

Planning is used to:

- A) set clear objectives
- B) ensure work is matched to pupil's abilities, needs, experiences and interests
- C) ensure progression, continuity and subject coverage throughout the year

The RE coordinator will check that all the appropriate objectives are covered. Planning is the responsibility of each teacher and will monitored by the co-ordinator. At the end of each disposition and/or religion, coverage of each year groups' objectives will be highlighted and available to the co-ordinator. The co-ordinator will

then use these to monitor coverage across the school. Teachers will also annotate the planning to show coverage of the objectives.

Within classes, pupils are taught according to their needs. Although the children are in broad bands they nevertheless display a range abilities with regard to this area, the class teacher will provide differentiated activities for the children through task, outcome, resources and the support given to meet the needs of the individual.

### **Curriculum**

Hollyfield Primary School uses the primary schemes of work as recommended by the Birmingham Agreed Syllabus website. These cover the two attainment targets, Learning from Faith and Learning about Religious Traditions, through the 24 Dispositions set out. Islam, Sikhism and Buddhism have been separated out into different groups and will be focussed on alongside Christianity which is taught throughout. Each religion will be repeated 2-4 times. Other religions such as Hinduism and Judaism are also taught and class teachers will make reference to other religious festivals throughout the year.

The Chris Quigley objectives used are as follows:

- To understand beliefs and teachings
- To understand practices and lifestyles
- To understand how beliefs are conveyed
- To reflect
- To understand values

In the Foundation Stage RE is incorporated into the area of Understanding the world (People and communities).

### **Recording and Reporting**

The children's work for RE can be recorded in topic books with the subject identified on the learning objectives to facilitate monitoring or by annotations on the planning. Annotations should identify clearly what has been taught, what worked well and what could be adapted for future teaching.

An annual report will be given to governors stating what has been done in RE and the impact it has had as a result. Attainments in RE will be reported to parents at the end of each academic year.

### **Resources**

Resources for RE are kept in two central stores, one in Key Stage One in the Infant Hall and one in Key Stage Two in the Resources Room. Boxes are labelled according to religious tradition and contain artefacts and information to teach the schemes of work. There are also a selection of posters, dvds and books available to be used.

The KS1 library and each year group have a good range of RE books and the school computer system supports the children's individual research learning.

The schemes of work and the location of relevant clips are contained in each year group's RE folder and can also be found on the staff shared area. Staff are to inform the co-ordinator of any additional resources that are needed to teach RE effectively and those resources that need replacing. Staff are responsible for printing RE schemes of work when necessary.

### **Inclusion**

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the Education Healthcare Plans/Learning Plans (EHCP/LP's) that apply to children in the class he/she is teaching. This will assist in the planning of differentiated material for the class so that all children will be able to achieve the skills and strategies that is appropriate to their abilities.

All pupils will have the opportunity to reach their full potential across RE regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to all of the RE opportunities. A variety of media will help children find suitable access to the curriculum.

### **Safety**

Visits are organised by both the RE coordinator and year group staff to St John's Church (Ladywood) The Pagoda (Ladywood) and St Chads Church. It is the responsibility of each class teacher to complete a risk assessment for each trip and submit them to SLT prior to each visit. These are kept in the risk assessment folder in the school office.

Visitors are also invited into school to talk to children about their faith and values, these include; parents, local church workers and theatre companies. For each educational visitor a proposal form must be completed and submitted to SLT for approval. A member of staff must always accompany and remain with the visitor in school through out to facilitate an appropriate discussion.

At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

We will ensure that all our pupils, especially those with Special Educational Needs and Disabilities (SEND), will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.