



# RE Policy

**Person responsible: Head teacher**

**Ratified by the governing body: Summer 2018**

**Date for review: Summer 2021**

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw', is positioned above the printed name.

**Reverend Anne-Marie Renshaw**

**Chair of Governors**

## **Aims of Religious Education:**

The aim of religious education is that it “will support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through an exploration of shared human experiences and of the place and significance of religion in a contemporary world”.

At Messing Primary we teach R.E. in accordance with the Essex agreed syllabus. Each Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account the teachings and practices of the other principal religions represented in Great Britain. An Agreed Syllabus is not intended to convert pupils or to urge a particular religion or religious belief on them.

The Agreed Syllabus “exploR.E” has two attainment targets for R.E.

The first is Learning about religions and the second is Learning from Religions. Although these are defined separately here, they are interdependent and link together naturally in Religious Education.

### Learning about religions

This is a central task of R.E. and the aim of such learning is that pupils will develop an understanding of-

- the nature of religion as a distinctive way of responding to and interpreting experience;
- religious truth claims and answers that religions offer, to fundamental questions about life and experience;
- how religion gives meaning, purpose and fulfilment to many peoples’ lives;
- profound similarities and equally profound differences between and within the great world faiths;
- the influence of religion, both historical and contemporary, on individuals, societies and cultures;
- the religious and cultural diversity of contemporary British society, and how such diversity enriches our national life.

### Learning from religions

This is concerned with enabling pupils to

- reflect on and respond to significant aspects of human experience;
- reflect on and respond to what they have learned about different religions;
- develop the following personal qualities
  - appreciation and respect
  - curiosity and interest
  - critical openness
  - imagination and creativity
  - perception and insight
  - sensitivity and awareness
- be able to make informed and thoughtful personal responses
- engage with, analyse, interpret and critically evaluate the views of others, including religious believers;
- recognise that people see things in different ways and respect the rights of others to hold views that are different from their own.

### **Pupil Objectives:**

By the age of seven the majority of pupils will:

- Be able to show how the idea that each person is special can be expressed through stories and celebrations, both religious and non-religious.
- Be aware that many people are members of faith groups whilst others are not.
- Recognise and describe some important religious people, places, objects and events.
- Respond with thoughtfulness and sensitivity to their experiences of the natural world and recognise patterns, rhythms and cycles in nature.
- Understand that many people believe in a God whilst others do not.
- Be aware that many people, including religious people, like to have times when they can be peaceful, quiet and on their own.
- Be aware of positive feelings associated with festivals and celebrations.
- Show awareness that in a moral sense some things can be considered right and some wrong.
- Recognise good and bad examples set by people and characters in stories, including religious stories.
- Recognise that any questions about life do not have agreed answers.
- Be aware that people believe different things.
- Recall events in religious stories and recognise some religious symbols.

By the age of eleven the majority of pupils will:

- Be able to understand the complexity of human beings, recognising that there are many aspects to each individual.
- Be able to appreciate that life may be seen as a personal journey, and that people take different paths, including religious paths, through life.
- Be able to name and describe the functions of some key religious people, places, objects and events, making connections between them and specific religions.
- Have a basic understanding of what is involved in belonging to a faith community and recognise some of the ways in which religion affects believers' daily lives.
- Be able to describe cycles, rhythms, patterns and order in the natural world and be aware of its diversity.
- Recognise and explain the inter-dependent relationship that human beings have with the natural world.
- Be aware of some religious responses to the natural world, including beliefs expressed through creation stories.
- Be aware of feelings of awe, wonder and mystery and suggest experiences and phenomena that may evoke such feelings.
- Identify some of the things within religion that are regarded as sacred or holy.
- Be able to express own views and give examples of religious teaching on moral issues.
- Be aware that issues of right and wrong are not always straight forward and are able to express different view points on the same moral issue.

- Recognise that religions offer answers to some of the fundamental questions about life and be able to distinguish between fact, opinion and belief.
- Have a basic understanding of some religious beliefs about God, as well as appreciating that some people do not believe in God.
- Be able to discern possible meaning in stories and other expressive art forms. Explain some interpretations of religious symbols, stories and language used by believers.
- Identify some key events in the life stories of important religious figures.

### **Pupil Entitlement:**

RE is a statutory subject within the basic curriculum and has equal standing in relation to other National Curriculum subjects. The requirements of the Agreed Syllabus apply to all registered children including those in Reception classes who are below the statutory school age.

At Messing Primary the teaching of RE according to the Agreed Syllabus is approached with the following principle in mind:

- There are no presumptions made as to the religious backgrounds, beliefs and values of the children and staff.
- We value the religious or non-religious background of all members of our school community and hope that this will encourage individuals to share their own experiences with others freely.
- All religions and their communities are treated with respect and sensitivity.
- We value the links which can be made between home, school and faith communities and acknowledge that each religion studied can contribute to the education of our pupils.
- We promote teaching that stresses open enquiry and first hand experiences wherever possible.

### **Equality of Opportunity:**

The school will ensure that all pupils of different genders, ethnic origins, cultural backgrounds or abilities have full access to the R.E. curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve their potential.

### **Principles of Teaching and Learning:**

In accordance with the requirements and guidelines presented in the Agreed Syllabus the teaching of RE forms part of the taught curriculum from reception to year 6. RE is included on year group curriculum maps. Long, medium and short term plans show detail and progression in R.E. These plans include R.E. assessment, cross curricular links and

opportunities for using I.C.T. We encourage pupils to learn through first-hand experience using observation, investigation and communication and to experience RE using a range of teaching styles that where appropriate have cross curricular links. Each child will have access to the appropriate resources where they will be encouraged to handle and discuss a variety of artefacts and to be aware of their importance to faith communities. We encourage visits to places of worship and encourage visitors who can support teaching and learning in R.E. Teachers use subject knowledge and resources confidently. They use questioning techniques effectively to elicit responses from pupils and to set an appropriate classroom atmosphere. They try to be flexible in linking work related to the two attainment targets and they value the contributions of all. We endeavour to allow time for meaningful reflection and response to take place.

### **Foundation Stage**

Provision for RE in the Foundation Stage takes account of the unique nature of the educational needs of the under 5's. RE fits naturally into many of the topics commonly undertaken. During the Foundation Stage children are developing the knowledge, skills and understanding that help them to make sense of the world. They enjoy the stories behind religious celebrations such as Diwali, Easter, Hanukkah and Christmas. We try to provide the experiences and support to enable children to develop a positive sense of themselves and their culture.

### **Key Stage 1 and 2**

In Key Stage One the material from 'exploR.E' is categorised according to six areas of individual and shared human experience. They are:

New –

- Special people
- Special places
- Special words and stories
- Special things in nature
- Special symbols and objects
- Special ways of living.

Key stage Two the material from 'exploR.E' is categorised into systematic areas and thematic areas as follows-

Thematic units-	Systematic units-
Changing experiences for founders of different religions.	Christianity 1
Creation accounts in different religions and the Humanist view.	Hinduism
Sacred writings in different religions.	Judaism
Death in different religions and Humanism	Christianity 2
Initiation ceremonies in different religions.	Buddhism
Central beliefs in different religions and Humanism	Sikhism
	Islam

Pupils will have, so far as it practicable, opportunities to participate in the following range of learning experiences:

- Accessing a range of resources; books, videos, pictures, people, places, etc.
- Listening to, reading and discussing a range of stories, which may be explicitly religious or illustrate aspects of the spiritual dimension of experience.
- Exploring religious ideas through creative activities.
- Exploring and discussing the meaning and use of religious artefacts.
- Visiting places of worship.
- Meeting religious believers.
- Encountering aspects of the natural world, which show the wonder of our surroundings and the complex interaction of human, animal and plant needs.
- Being still and engaging in quiet reflection.
- Having opportunities to understand how the needs of our school community link with the needs of the wider world.
- Working collaboratively with others.

We aim to exploit opportunities for cross-curricular work so that learning is placed within a firm context. The areas covered in R.E. provide significant opportunities to promote-

Spiritual Development

Moral Development

Social Development

Cultural Development

Awareness of healthy lifestyles

Political awareness

Communication by –Speaking/Listening/Reading/Writing

Numeracy- the wonder and magical quality of mathematical shapes and patterns

I.C.T- to research, analyse and present information.

Working with others

Improving own learning and performance-clarifying and evaluating

Problem solving

Promoting thinking skills

Musical appreciation

History- in the context of sacred texts and key figures in world religions.

We provide a curriculum which presents positive images of religion, countries, faiths and cultures from around the world and actively challenges stereotypes.

### **Continuity and Progression**

At Messing Primary School the 'Essex County Council-explOR.E' scheme of work is implemented to ensure there is continuity and progression in the learning objectives for teaching, learning and assessment in R.E. from foundation stage to year 6.

### **Monitoring**

The RE subject leader is responsible for monitoring the R.E. provision within the school.

### **Health and Safety**

Extra care is taken in the outdoor environment, and risk assessments will be carried out for educational visits, in line with policy and procedures outlined by the Educational Visits Co-ordinator

### **Implementation**

At Messing Primary School our R.E. programme of Study is set out in our long term plans and curriculum maps. Medium and short term plans provide guidelines to key learning objectives and experiences from Foundation to Year 6.

In each year group, the amount of time allocated to RE in any week may differ. RE may be provided in a whole block or the time may be divided up into smaller sessions. Over the year, class teachers ensure that all children have equal access to the required amount of RE curriculum time.

### **Roles and Responsibilities:**

The RE Leader will:

- Support colleagues in their planning, assessment and record keeping activities
- Review and update an inventory of resources
- Ensure staff are aware of the resources available
- Monitor work throughout the school including planning, teaching and learning, assessment and use of resources in line with the School Development and Monitoring Plan;
- Remain up-to-date with new developments in R.E.;
- Arrange staff training as required
- Liaise with outside agencies
- Report to the Governing Body when requested.

The class teacher will:

- Prepare weekly teaching plans using the medium term plans
- Work closely with year group colleagues
- Provide feedback to RE manager indicating training and resource needs
- Assess the work and progress of pupils in RE
- Be prepared for discussions with parents on their child's progress in RE

The Headteacher will:

- Evaluate the school's arrangements for teaching RE

### **Assessment and Reporting Arrangements:**

R.E. is assessed, alongside other non-core subjects. Ongoing assessment is used to inform planning and teaching. Opportunities for summative assessment are provided through written reports for parents at the end of each academic year.

Reporting to parents focuses on:

- an overview of the R.E. curriculum studied;
- pupil's achievement in particular aspects of R.E.;
- attitudes to work.

**Summary:**

We believe that R.E. is about developing our awareness of the spiritual dimension of human experience as we try to understand some of the beliefs and practises associated with world religions. Our work in R.E. does not seek to promote one particular life stance but it facilitates the exploration of a range of world views. We believe that R.E. should promote certain attitudes and personal qualities that are appropriate to living in a diverse and changing world.