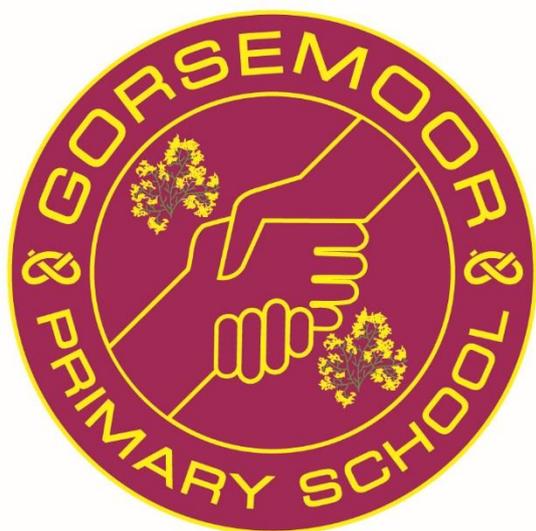


R.E. Policy



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Approved by the Full Governing Body
on 15th June 2016

Audience:	Staff/Governors/Public
Frequency of Review:	Every 3 years
Postholder responsible for Review:	CDG 2

Recommended associated documents:

SMCS Policy

British Values Policy

Safeguarding/ Prevent Policy

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"A major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

At Gorsemoor School we aim to provide a broad and balanced curriculum for all children.

We aim to welcome all children into a caring environment; where they are able to develop to their full potential and in which attitudes of mutual respect and responsibility are promoted.

We deliver RE in line with the Staffordshire Locally Agreed Syllabus. We use the Discovery RE programme as our scheme of work.

This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at school we intend that Religious Education will:

- **Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.**
- **Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.**
- **Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.**
- **Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.**
- **Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.**
- **Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.**
- **Develop a sense of awe, wonder and mystery.**
- **Nurture children's own spiritual, moral, social and cultural development.**
- **Enable children to build on their understanding of the Fundamental British Values, in line with the school's Policy.**

How is RE organised in this school?

At Gorsemoor, RE lessons are taught once a week by class teachers, following the RE scheme. Some areas of learning are linked within other topics if appropriate. PSHE and SMSC are also embedded throughout the scheme of work in each year group.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5 which may be amended in the near future.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment, which teachers have the opportunity to use alongside their professional judgement. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to discuss with parents if necessary. However, at Gorsemoor, RE progress is reported to parents on a tracking report using effort grades.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Gorsemoor Primary school has strong links with the local church and the community. We have regular visits from churches and charities. Their input is carefully planned and monitored so as to fit into and complement the programme.

Each year group visits a place of worship, including, Christian, Sikh, Muslim, Buddhist, and Hindu faiths as part of our R.E. curriculum provision. We also welcome visitors from other faiths to assist us in the provision of the curriculum.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and

those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues Involving parents and carers

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Gorsemoor believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through our open door policy.

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the class teacher and head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a

child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Fundamental British Values Policy
- SMSC Policy
- Equal Opportunities Policy
- Child Protection Policy
- Teaching and Learning Policy

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.