



Brookfield Primary School Policies – Religious Education Policy



Brookfield Primary School

Record of Policy Amendment / History

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BROOKFIELD PRIMARY SCHOOL

RE Policy

Vision

To deliver high quality RE lessons which enable our children to begin developing a broader perspective of the world so that they can grow up and take their place as respectful global citizens.

Intent

Rationale and Ethos

RE in our school is a key contributor to the children's Spiritual, Moral, Social and Cultural development and has strong connections to our British Values. Through its subject content and our teaching and learning styles the children will:

- Encounter and appreciate the diverse culture of British citizens.
- Recognise the importance of respecting differing lifestyles, beliefs and opinions.
- Explore the rules and moral guidance of particular religions and worldviews and make links between these and their own.
- Develop their awareness of other religions and worldviews through challenging stereotypes, empathy, visitors and visits.

Our RE makes strong links to the UNCRC, in particular Article 14 (freedom of thought, belief and religion), Article 29 (goals of education) and Article 31 (leisure, play and culture). As a UNICEF Gold Rights Respecting School, we ensure these and other relevant Articles are referenced whenever appropriate.

Intent

The principal aim of RE in our school is "to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own." (Derbyshire Agreed Syllabus 2020). This is achieved by enabling pupils to:

- Acquire and develop a knowledge and understanding of a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage with religions and worldviews.



Implementation

Our RE teaching follows the Derbyshire Agreed Syllabus 2020 and we have created our long term plan in line with their suggestions. The medium term planning units are either “systematic” (focus on just one religion in more depth) or “thematic” (making comparisons between religions). These units provide progression by building on previous work, introducing new content for learning and, over the year groups, tackling increasingly complex concepts. Key terminology also introduced within specific units, then revisited and built on throughout the scheme to enable the children to develop a widening religious vocabulary.

Individual lesson plans employ a variety of teaching and learning methods based on whole class, small group, paired and individual working. The lessons provide opportunities for questioning, discussion and reflection time and enable the children to make clear connections between themselves and others. Thinking routines are incorporated into the different units where appropriate and sessions are often creative and cross-curricular, for example using art, drama, poetry and IT.

Where possible, pupils have opportunities to encounter different faiths and communities. School has good links with Derby Open Centre and this provides workshops on Islam and Hinduism during relevant teaching units. Links are also made with our local church with the local clergy leading assemblies during celebrations times and offering visits/activities within the church or classroom.

Foundation Stage

Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Learning is based around special people, books, times, places and objects and, where possible, by visiting places of worship. By Reception, the children will have fifty minutes of RE per week.

Key Stage 1

Children will focus on Christians and Jewish people. However, other religions may be touched upon whenever appropriate and in particular if there are children in the class with a different faith. Non-religious viewpoints will also be addressed.

Key Stage 2

Children will learn about Christians, Muslims, Hindus and Jewish people. They will also focus in more depth on non-religious worldviews, for example Humanism.

All KS1 and KS2 classes have one hour of discrete RE teaching weekly.

Inclusion

In accordance with the school’s Inclusion Policy, RE lessons are differentiated to meet the needs of each pupil and to ensure pupils of all abilities can take an active role.



The RE curriculum is available to all, although parents do have the right to withdraw their child on the grounds of religious belief.

Impact

Assessment and Monitoring

Teachers use their professional assessment of the pupils in their class to deliver appropriate work and amend unit plans as necessary. Assessment for learning is built into lesson plans which are annotated accordingly.

Each unit of work has specific learning outcomes which form part of our progression of skills and build towards the end of KS outcomes. On individual plans, these are further broken down into emerging, expected and exceeding thereby allowing teachers to make a more informed judgement and tailor the teaching and learning.

Teachers use these assessments for reference when recording pupils' attainment on O Track three times a year.

The annual report to parents includes an outline of the RE topics the children have covered and provides two grades for the subject – one for attainment and one for effort.

The Role of the Co-ordinator

- To raise the profile of RE within the school, for example through displays, visits and visitors.
- To check annotated lesson plans throughout the year to ensure continuity and progression.
- To monitor progress across the school with the expectation that at least 85% will meet age related expectations by the end of the academic year. Where this is not met, the co-ordinator will liaise with the class teacher to discuss reasons and consider ways to close the gap.
- To organise, order and monitor resources.
- To interview children about the subject and feedback points for development.
- To attend relevant courses and feedback to staff.
- To work on any additional action plan targets throughout the year.

Resources

The RE resources are stored in the RE based cupboard, with a hard copy of the Derbyshire Agreed Syllabus found in the RE coordinator's classroom. They include a wide range of multicultural artefacts, pictures, posters, persona dolls and reference books. There is also an electronic copy of the syllabus and the accompanying schemes of work on our school server.