



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

R.E

APPROVED	September 2020
TO BE REVIEWED BY	September 2023

FAIRLANDS PRIMARY SCHOOL
RELIGIOUS EDUCATION (RE) POLICY

“RE offers distinctive and valid opportunities to promote pupils’ interdisciplinary learning and spiritual, moral, social and cultural development. It contributes to the development of beliefs and values.”
Hertfordshire agreed syllabus of Religious education 2017-2022

1. BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

Religious Education is taught to all pupils as part of the statutory curriculum. Planning and delivery of the RE Curriculum is based on the **Hertfordshire Agreed Syllabus**.

RE is concerned with **sources of wisdom** and **personal and critical responses**. The faith background of both the staff and the child’s family is respected at all times.

The rights of parents to withdraw their children from the teaching of RE is incorporated in the Education Reform Act (1988). Any parent who wishes this may consult the headteacher. The right of teachers to withdraw from the teaching of RE is upheld.

2. VALUES AND AIMS

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. We aim to provide a stimulating, secure and relaxed environment in which children of various nationalities, religions and cultures can live and work happily together.

The customs and beliefs of all nationalities are valued equally, so that children grow up with pride in their own beliefs and interest in and understanding of the beliefs of others.

School approaches allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, including natural phenomena resulting in humanitarian. The teaching of RE supports to combat extremism through the ‘Prevent’ duty.

Our caring ethos, and the value which we place on the development of the whole child - spiritually, morally, socially, culturally, intellectually and emotionally - is reflected in the RE curriculum. RE at our school enables children of whatever ability and level of development to:

- Acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- Develop an understanding of non-religious beliefs and world views, for example, humanism.
- Understand the influence of beliefs, values and traditions of individuals, communities, societies and cultures.
- Be able to relate religious teaching and beliefs to everyday life, including moral issues and values in order that later judgements will be both reasoned and informed.
- Be aware of the fundamental questions of life, through:
 - their own personal experiences
 - discussion relating to religious beliefs
 - relevant and appropriate stories
 - outside speakers and visits
- Reflect upon their own beliefs and share their ideas with others.
- Respect each other’s point of view and their right to hold different beliefs in our multi-faith society.

3. OBJECTIVES

Learning

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, a growing self-understanding and respect of the rights of others to hold beliefs different from their own.

The eight areas of learning are:

- Beliefs and practices
- Sources of wisdom

- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

Teaching

The teaching of RE seeks both to impart knowledge and develop understanding of religions experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE specifically draws on the following:

- Stories - Stories from a variety of faiths will be used.
- Artefacts - enabling the children to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge.
- Visits and Visitors - enabling the children to see at first hand religious people, objects, symbols, places, events and explore with people who have faith.
- Role play - encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
- Parents - by valuing the family backgrounds of the children and making them part of the school community.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role-play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

4. PLANNING

The Early Years follows the guidance from the RE agreed syllabus and the EYFS, working towards the Early Learning Goals:

- Personal, Social and Emotional Development
- Knowledge and Understanding of the World

Key Stage One and Two follows guidance from the Hertfordshire Agreed Syllabus of Religious Education and Religion for Today and Tomorrow guidance document.

The school build in coverage of a progression in both the content and concepts outlined in the agreed syllabus. Teaching RE may be:

- through topics.
- as a separate subject.
- a combination of both methods
- a half termly block, rather than termly

When planning (as individuals or as a unit) the RE co-ordinator is available to offer assistance, and there are a range of books and informative materials which teachers may use.

5. ASSESSMENT

The agreed syllabus sets out a structure for recognising pupil achievements. Assessment in RE is broad, much of it is informal and formative: it is not limited to measurement and testing.

Assessment is undertaken through:

- discussion with pupils
- group activities
- marking and guiding their work

- observing
- displaying work
- asking and answering questions

Teachers in year group teams also record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving below age related expectations. This information is monitored by the subject leader and is used to target support, resources and interventions.

As a staff we undertake moderation exercises to ensure that we are familiar with the statements and what they mean in the context of a pupil's work. School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

6. MONITORING AND EVALUATION

Planning is monitored by the curriculum leader each term.

Lesson observations are carried out by the curriculum leader. The observations have a specific focus, related to the whole school improvement plan and using the set proforma. Feedback is given in the same week.

Work sampling and scrutiny is used to inform us on the progression, quality range of recording, use of appropriate vocabulary and standards achieved.

7. RESOURCES

Each year group keeps items which are relevant to the topics they are delivering.

Annually, an audit will be made of resources and each year group will be asked to make requests for resources at this time. The curriculum leader will review the school's needs throughout the school year.

8. PRESENTATION

Each aspect of work will involve pupils in activities. In addition, pupils will sometimes be encouraged to present work in other ways:

- as part of a curriculum area display.
- as a presentation for a wider audience in assembly.

9. CROSS CURRICULAR ISSUES

All teaching and learning at Fairlands Primary School provides opportunities for cross-curricular links with all subjects.

Teaching and learning in RE link especially with Art, Design Technology, Maths, Music, Speaking and Listening, ICT and Principles for Life and Learning.

Children's skills in literacy will be enhanced. Problem solving, decision-making and interpersonal skills will be developed.

The school provides special opportunities for multi-cultural links, through the different communities within the locality.

10. REVIEW

This policy is reviewed in line with the school's schedule for policy review.