

R.E. Policy 2022-2025



Introduction

R.E. (Religious Education) enables the children to have an understanding of the main world religions and their influence on individuals, societies, communities and cultures. Through the teaching of R.E. the children will acquire the knowledge, understanding and skills they need to develop respect for and sensitivity to others, including those with beliefs that are different to their own and those from other faiths.

R.E. taught in Bankfields Primary School follows the Middlesbrough Agreed Syllabus.

'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that 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.' (Middlesbrough Agreed Syllabus)

RE Curriculum Intent

In Bankfields, our children have a secure knowledge of Christianity as it is taught in every year group. This is further deepened when they learn about Bible stories and discuss the messages they share; the impact that important Christians have and identify symbolism in Christianity. We encourage our children to question and discuss themes about the meaning of life, beliefs about God, issues of right and wrong and what it means to be human, challenging their perceptions in a supportive environment so they become independent thinkers who can reason in an informed manner. Children also learn about other world faiths: Islam, Hinduism, Judaism, Humanism and Buddhism and those who do not follow any religion. As we live in a multi-cultural society, we know how important it is for our children to learn about other religions to foster tolerance, respect and how to combat prejudice and stereotypes. The curriculum is enriched with an annual Interfaith Week and visitors from a variety of faiths.

Curriculum Provision

R.E. is delivered within a whole school approach. In KS1, R.E. is taught on a weekly basis and work is completed within the Learning Zones. In KS2, R.E. is taught around a specific key question within a 'thread' that may have been taught previously and link to a question in an older year group including KS3. Each question is then explored with the children through Discovering (FS), Exploring (KS1) and Connecting (KS2). Visitors are invited into school from different faiths to support the children's learning within the classroom, but also to lead whole school assemblies.

Teaching and Learning

The Middlesbrough Agreed Syllabus is based on the following key concepts:

- Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- Expressing (Religious and spiritual forms of expression; questions about identity and diversity)
- Living (Religious practices and ways of living; questions about values and commitments)

Through these key concepts, the children will be taught how to interpret the teachings, sources and authorities in order to understand the religions and beliefs they are learning about. Children will be encouraged to respond critically to these and appreciate that beliefs and values can be expressed through different forms (stories, festivals, worship) as well as contribute to the values of others. They will explore the impact religions and beliefs have on how people live their lives, gaining an understanding that religious practices are diverse, change over time and can be influenced by cultures.

Through asking and exploring 'Big Questions', children will be encouraged to discuss and debate questions about meaning, purpose and truth and to ask questions that enable them to deepen their learning. Children will learn about a sense of identity and belonging through the teaching of R.E. and will be able to evaluate their own values in order to make informed choices.

Planning

When planning R.E. teachers use the lessons and resources in the Agreed Syllabus for their year group which will ensure that there is progression as the children move through the school. Resources and strategies used will include video clips, stories, discussions as well as encouraging child led learning opportunities. Religious artefacts will be used as well as Big Questions to challenge children's ideas and perceptions. Staff use the long term plan to inform their medium and short term planning to ensure that all key concepts and knowledge are taught.

Teaching and Learning

In EYFS, children begin to explore religion through books, places, objects and when talking about special people. They listen to and talk about stories, using religious words where appropriate and are encouraged to develop their curiosity about the world they live in. In KS1 and 2, a variety of activities are planned to encourage different learning styles and to allow opportunities for child led learning to take place.

Cross Curricular Links

English: in particular at KS1, the pupils are encouraged to use their speaking and listening skills to explain what they feel and believe.

At KS2, the pupils are encouraged to develop their skills of writing and should be applying their literacy skills at levels similar to those which they are using in their English work. Teachers encourage discussion and questions about issues that arise, allowing the children to have the opportunity to debate, reason and reflect.

Computing: At both key stages pupils Computing skills are used to locate and research information (Internet, Espresso, access to iPads); record findings (using text, data and tables); and recording using the iPads.

History: Children find out about the impact that important figures such as Gandhi, Buddha and Mother Teresa had.

Science: In KS2, the children debate the importance of science in shaping beliefs and make comparisons to the beliefs of different religions.

Assessment

Teachers assess throughout the year. Judgments are formed through verbal responses gained through question and answer sessions and through written responses following discussions. At the end of each academic year each class teacher uses the key concepts and knowledge gained during the year to identify the strengths and weaknesses of R.E. against objectives appropriate to the year group. Using this information, the R.E. Coordinator can plan actions for specific groups of children. It is the responsibility of the subject leader to monitor the progress of R.E. across the school with reference to specific action points outlined in the R.E. action plan. Using data collected, future actions can be highlighted and addressed.

Inclusion/SEN/G&T

Planning at all levels ensures that account is taken of race, gender and special educational needs, as well as catering for the range of ability within the class. The pupils

work individually, in pairs, as part of a small group and as a whole class each term. They use a variety of means for communicating and recording their work. All pupils, including those with special educational needs, undertake the full range of activities and identified children are supported within the group. Children that are gifted and talented are identified and highlighted on the G&T register and are given extension work to challenge their thinking and understanding even further.

Roles and Responsibilities

How is R.E. monitored and evaluated?

The subject leader will coordinate the implementation of the school action plan and monitor progress against the targets identified. R.E in curriculum books, floor books and other sources of recording (e.g. video) will be monitored to show evidence of differentiation, coverage and progression across the key stages. Co-coordinator / team planning sessions and feedback regarding planning, learning and assessment will take place to support development throughout the year. Planning will show coverage of themes, key knowledge, concepts and questions developed. Evidence of themes can be displayed in the classroom environment, observations, photographs, samples of work and in a class floor books.

Support staff

Educational support staff work as directed by the teacher. They are able to refer to a planning sheet for the particular group with whom they are working, seek additional resources and adapt planning as directed by the class teacher. Guidance regarding question types and related vocabulary to be used with children are highlighted on planning sheets.

Promoting R.E.

Interfaith Week - Each year the school holds a themed week. This offers the opportunity to engage all children in cross curricular approaches to RE based activities.

Withdrawals

Parents have the right to withdraw their children from R.E. (1996 Education Act). Parents wishing their child to be withdrawn from R.E. can request their child be wholly or partly excused from religious education and religious worship in school. However, we would ask that parents contact school to discuss any concerns they have about R.E. before making the decision to remove their child.

Parental and Community Involvement

Parents and Governors

Parents are kept informed of activities and children's progress in RE through:

Parent Mail;

Marvellous Me;

Seesaw;

Parent consultation evenings and drop in sessions;

End of year reports.

Governors are kept informed of activities and developments in RE through:

Governor training;

Meeting with the RE coordinator