

Gordon Primary School

Religious Education (R.E.) Policy

Revised Spring Term 2023

Signed _____ Chair of Governors

To be reviewed Spring Term 2024

Gordon Primary School

Religious Education (R.E.) Policy

Introduction

This policy outlines the teaching, organisation and management of Religious Education teaching and learning at Gordon Primary School. Religious Education is instruction in religion as a subject of general education.

The policy has been drawn up by the RE Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing RE teaching and learning rests with the SLT and the RE Subject Leader

Rationale

All R.E. in Gordon Primary School is taught in accordance with the London Borough of **Redbridge Agreed Syllabus for Religious Education**. The Agreed Syllabus was developed in consultation with the borough's faith communities and school staff. All members of staff should have access to this document when planning and evaluating R.E. (For documentation, please see **Redbridge Agreed Syllabus for Religious Education 2021 - 2026**.)

School Population

Gordon Primary School is a large multi-cultural and multi-faith School. The children come from a variety of faith and cultural backgrounds. The length of stay at our school varies considerably for pupils, some of whom are from families who are settled in the locality, whilst others live in temporary accommodation, resulting in a changing population, which involves the regular induction of new pupils.

RE's contribution to Education and Community Cohesion:

Religious Education makes a significant contribution to the education of children and young people.

The Redbridge agreed syllabus expresses this through the following aim:

'The aim of religious education is to promote the spiritual, moral, social, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.'

In the 'Redbridge Agreed Syllabus,' RE consists of exploring and responding to religion and human experience in such a way that it promotes pupils' spiritual, moral, social, cultural and intellectual development.

The syllabus is categorical in setting out RE as an educational activity. In a diverse community such as Redbridge, the aim of Religious teaching is grounded in the following principles:

- tolerance
- mutual respect between those of different faiths and beliefs
- democracy
- the rule of law
- individual liberty

INTENT

Through our teaching of Religious Education, we aim to:

- Encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- Help pupils in their search for meaning and purpose in life;
- Neither promote nor undermine any particular religious, spiritual or secular stance; and
- Be accessible to pupils and teachers of any religious persuasion or none.

These aims are consistent with the School's aim, which is to promote a positive image of each child, whilst encouraging each child to take responsibility for themselves and their actions. Children are expected to see themselves as part of the school community and accept the responsibilities entailed in this. When preparing and teaching lessons, teachers use a child's own experiences as a starting point in a culturally sensitive and celebratory manner. Our aim is that this sharing of experiences leads to an understanding of respect for the right of others to hold beliefs.

IMPLEMENTATION

Religious Education - An Outline Approach:

R.E. involves the twin processes of exploring and responding to religion and human experience, in such a way that it promotes pupil's spiritual, moral social and intellectual development.

The standard R.E. units have devised by the Local Authority (LA) and the Standing Advisory Council for Religious Education for the Agreed Syllabus so that they:

- Identify key aspects of Christianity, which are appropriate to explore across the key stage;
- focus each year on one of the principal religions represented in the Redbridge community: **Judaism, Hinduism Islam, Sikhism** as well as Non-religious worldviews (as outlined in the Redbridge agreed syllabus)
- Identify thematic units: that is, units which draw material from a range of religious traditions and /or human experiences;
- Enable schools to draw on a range of resources, including people and communities in Redbridge. 'Whilst following the requirements of the Agreed Syllabus as the syllabus states that schools should apply their professional judgment in designing their own schemes of work.'

There are ongoing RE Units which are planned for each year group, which gives the school an opportunity to focus on Christian traditions, (including Easter and Christmas), as well as; cultural traditions, important religious festivals and traditions celebrated by other faiths within our school community.

Planning R.E.:

Year groups plan their R.E. using the Agreed Syllabus and support materials. Planning is recorded via the schools' planning sheets and then stored in the planning file on the school's computer system.

Teaching and Learning:

- Teaching and Learning in RE will take place using a variety of different: pedagogical approaches, resources, and experiences.
- The work in RE is a mixture of class teaching, working cooperatively in groups and independent learning.
- Groups are usually of mixed ability and children are encouraged to communicate their findings in a variety of ways.

Time Allocation:

The school will ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

In order to deliver the aims and expected standards of the syllabus effectively. This will be as follows:

EYFS / Key Stage 1 – 36 hours per year (e.g. 50 minutes a week or in blocks of time)

Key Stage 2 - 45 hours of tuition per year (e.g. an hour a week or in blocks of time)

IMPACT

As with all our subject teaching, we do not teach RE in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in English, Maths, Science, History, Geography and Computing
- Develop pupils' critical thinking and ability to analyse
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active and responsible citizens.

Assessment:

Teachers of RE are encouraged to adopt a manageable and flexible approach to recording pupils' attainment and achievement in RE using, for example, the following methods:

- within the context of regular marking and feedback to pupils, setting the assessment tasks included in the support material;
- highlighting and displaying particular examples of achievement, including pupils' statements and questions, for all to note and aspire to;
- recording examples of attainment and achievement in its breadth and diversity; and
- Developing a shared language through which targets for future development can be expressed.
- Progression documents, will be used to support the children's assessment throughout their time at Gordon Primary School, which will allow teachers to identify any areas of particular strength or areas development.
- Assessments of children's progression in RE skills, knowledge and understanding will be recorded on Target Tracker at the end of the academic year.

R.E. is assessed summatively, in line with other core and non-core subjects within the curriculum, as set out in the schools own assessment policy.

The RE Subject Leader will:

- Facilitate the development of R.E. throughout the school.
- Attend appropriate INSET in this area, and disseminate information to colleagues.
- Provide appropriate R.E. INSETS when necessary.
- Work alongside class teachers to develop the R.E. Scheme of Work and learning experiences.
- Work in an advisory capacity within year groups supporting R.E. teaching and providing appropriate guidance and resources.
- Review R.E. and policy documents.
- Provide guidance in R.E. matters.
- Monitor the implementation and review of the R.E. Policy and Scheme of Work

- Assist teachers with the teaching and assessment of RE.
- To Have a bank of good practices for the teaching of R.E., incorporating ideas from the schools own 'Teaching and learning' document, so that R.E. is both challenging and stimulating.

The R.E. Leader checks R.E. plans, monitors children's R.E. books and talks to children for consistency across the year groups. Examples of children's work may be kept and recorded, as well as photographs of R.E. work and displays.

Resources

R.E. resources are co-ordinated by the R.E. Leader and are designed to support the R.E. learning experiences. They are arranged thematically to support the R.E. units. These resources are continually updated and added to, as appropriate, either by staff requesting particular artefacts/resources or when the RE lead identifies an area that requires resourcing.

Resources must reflect religious beliefs and practice positively and not be offensive to those who follow that religion.

Equal Opportunities and Special Needs (including Gifted and Talented):

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes, there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting Gifted and Talented children).
- Grouping children by ability and setting different tasks for each group as and when appropriate.
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with more able pupils supporting SEN and EAL pupils to access tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for SEN children.

The UNICEF Rights Respecting School Framework:

We are proud to be working within the UNICEF Rights Respecting School framework. We do this by ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Legal Requirements relating to R.E:

Legislation requires that RE is part of the school curriculum for all registered pupils. Legislation requires that: *'In Community, Foundation or Voluntary schools, without a religious character, as well as academies, RE be taught in accordance with the local agreed syllabus; in this instance 'the Redbridge Agreed Syllabus for R.E.'*

Parental Right to Withdraw their child from R.E:

Parents have the statutory legal right to partly or wholly withdraw their child from all or part of RE. Teachers in general have a right not to teach the subject. It should be noted that the Agreed Syllabus has been constructed in the hope that parents will rarely, if ever, wish to exercise their right to withdrawal. It is hoped that teachers, too, will recognise the educational validity of RE and will feel drawn to meet its professional challenges.

Religious Education, Collective Worship and Assemblies:

Collective worship and assembly in school should:

- promote the spiritual, moral, social and cultural development of pupils;
- explore values and experiences which contribute to a school's RE programme;
- Acknowledge, explore and celebrate the diverse nature of the school as well as local, national and international communities.
- It is important to regard Religious Education and Collective Worship as separate aspects of school provision.
- Care should be taken not to confuse legal requirements relating to R.E. with those of Collective Worship.

Although R.E. and collective worship are linked historically and Redbridge Standing Advisory Council on Religious Education (SA.C.R.E.) advises the Local Education Authority that stance taken by the Agreed Syllabus is that: *'It should not be assumed that a particular teacher's responsibility for RE necessarily includes responsibility for collective worship: this should be a matter for consultation and negotiation.'*

Reviewed Spring Term 2023

Date of next review: Spring Term 2024 (Or such time that local or national guidance changes).