**FINSTALL FIRST SCHOOL**

**Religious Education Policy (March 2024)**

This policy was approved by the Head Teacher and the Governor responsible for RE:

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stuart Evans (Head Teacher)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rebecca Miles (Governor responsible for RE)

Date: 16th May 2024

Review Date: March 2027

**CONTEXT**

* We teach RE according to the Worcestershire Agreed Syllabus.
* We recognise the variety of religious and non-religious backgrounds from which our pupils come and recognise that our children need exposure to a wide variety of cultural experiences.
* We welcome the diversity and we intend to be sensitive to the home background of each child.
* We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
* We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

**LEGAL FRAMEWORK**

This policy will have consideration for, and be in compliance with, the following legislation:

* Education Act 2002
* School Standards and Framework Act 1998

This policy will also have due regard to the following non-statutory guidance:

* + Worcestershire Agreed Syllabus for Religious Education 2020-2025

**INTENT**

As a school we are committed to providing high-quality religious education through a curriculum that inspires our children, is accessible to all and is firmly rooted in Christian principles. We strive to enable our children to thrive and succeed, to reach their academic potential and to develop their sense of identity, belonging, purpose and faith. At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

The 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum and that it is compulsory for all registered pupils.’

The Aims of RE at Finstall First School

RE at Finstall First School will be provided in line with the legal requirements. These are that:

• the basic curriculum will include provision for religious education for all pupils on the school roll;

• the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;

• the RE which is provided shall be in accordance with Worcestershire’s locally agreed syllabus

RE at Finstall First School will enable pupils to:

• acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;

• develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;

• develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;

• enhance their spiritual, moral, social and cultural development by:

-developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;

-responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;

-reflecting on their own beliefs, values and experiences in the light of their study;

• develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

**IMPLEMENTATION**

Time Allocation

At Finstall First School, RE should be taught for a minimum of 50 minutes / week at Key Stage One, and 1 hour per week at Key Stage Two.

RE is taught as a discrete subject and curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work, provided by NATRE, is available for teachers. Please see the Curriculum Overview in Appendix 1. The scheme provides all lesson plans, power-point presentations, knowledge organisers and assessment tasks. There are clear learning outcomes for all units of work and the scheme of work ensures that there is continuity and progression for pupils.

Teaching and Learning

The scheme of work we follow provides a range of teaching and learning activities, which ensure that pupils learn effectively and with interest. RE enables pupils to know about, understand and respond to the important and ultimate questions of life. It is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others.

We aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Teachers should also be alert to the fact that some children may have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Visits and visitors

We are able to visit places of worship in the local area of the school and a little further afield, where faith leaders and other members of the community are willing to meet with children and be involved in further developing their knowledge and understanding of different religions. All pupils have the opportunity to visit a place of worship each year as follows:

Year R – St Godwald’s Church (Christianity)

Year 1 – Synagogue (Judaism)

Year 2 – St Godwald’s Church (Christianity) -

Year 3 – Mosque (Islam)

Year 4 – Hindu Temple (Hinduism)

The RE subject leader supports class teachers to organise these educational visits. Where children are to participate in such activities outside the classroom, e.g. a religious building, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Religious Education and Inclusion

At our school, we teach Religious Education to all children, whatever their ability and individual needs. These accord with the school's curriculum policy of providing a broad and balanced education to all children. Through our Religious Education teaching, we provide learning opportunities that enable all pupils to make good progress. This might be done through scaffolding, additional modelling, use of different resources, writing frames, software such as widget, etc. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Equality Scheme.

When planning lessons, teachers look at a range of factors – classroom organisation, teaching materials, teaching style, adaptations – so that we can take some additional or different action to enable all child to learn more effectively.

Monitoring and Review

The coordination and planning of the RE curriculum are the responsibility of the Subject Leader, who also:

* supports colleagues in their teaching, by keeping informed about current developments in RE and by providing a strategic lead and direction for this subject;
* gives the head teacher a regular monitoring report in which s/he evaluates the strengths in RE and indicates areas for further improvement;
* uses specially allocated management time (1 hour / fortnight) to carry out monitoring activities including: reviewing evidence of the children's work, conducting pupil interviews, analysing planning and performance data and visiting RE lessons across the school;
* ensures that staff receive adequate training in the teaching and assessment of RE;
* liaises with the governor who holds responsibility for RE and reports regularly to the governing body on progress and attainment in RE.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader’s identified areas for development. This is either ‘in house’ or from an external provider. The RE subject leader is also responsible for maintaining and developing their own knowledge of RE, through regular CPD, by keeping abreast of curriculum developments ant through networking with colleagues.

Resources

There are a wide range of books relating to religion in the school library and the resources area. There are sufficient resources for the teaching of all Religious Education units in the school. We keep some of these resources in a central store and other resources, for specific topics, are kept by the year group studying that topic. The school has NATRE membership, which provides staff with a wealth of additional resources to support the teaching and learning of RE. Staff are also able to make use of the loan service from the County Museum who provide original and replica artefacts.

Respect for All & Global Learning

RE makes an important contribution to a school’s responsibility to promote respect for all, responsible citizenship and global learning. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

RE provides a positive context within which the diversity of cultures, beliefs and values within the school community can be celebrated and explored. A major focus of RE should be the study of diversity of religion and belief in the UK and how this influences national life.

Promoting British Values

RE provides opportunities to promote and discuss the ‘British Values’ of democracy, the rule of law, individual liberty & mutual respect. These discussions may also play a part in helping schools with their duties in terms of preventing individuals from being drawn into terrorism. This should involve not just trying to prevent the development of an extremist view but should be more about promoting a positive vision of the contribution of different religions.

Transition

We ensure that transition across key stages (including to Middle School) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum, which can be taught to all pupils by all staff. Teachers are asked to refer to the Head Teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the Head Teacher and a record kept of them.

Assessment

We report on pupils’ progress and attainment in RE to parents, as required by law. Children demonstrate their ability in RE in a variety of ways. Younger children might, for example, act out a famous religious story, whilst older pupils may produce a PowerPoint presentation based on their learning. Assessments are made in order to plan future work and monitor the progress of individuals and groups of children.

Teachers assess children's work in the following ways:

* Making informal judgements as we observe them during lessons.
* On completion of a piece of work, the teacher assesses the work against the Learning Objective by highlighting it either green or pink, and uses this information to plan for future learning. Written or verbal feedback can also be given to the child to help guide his or her progress.
* Older children are encouraged to make judgements about how they can improve their own work.
* At the end of each whole unit of work, recording summary judgements for each child, on the Foundation Subject Assessment Grid, based on whether they have gained a good level of understanding, a deep level of understanding or whether they are working towards a good level of understanding.
* Recap quizzes and 5-a-day recap activities.
* At the end of each year, recording whether children, over the year, have gained a good level of understanding, a deep level of understanding or whether they are working towards a good level of understanding against the year’s key learning objectives for RE. This is reported to parents.

Assessment information is passed on to the next teacher at the end of the year.

The Subject Leader for RE keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is, in RE, for each year group in the school.

The Subject Leader for RE will also analyse the assessment grids in each year group in order to gain an overall understanding of attainment in RE across the School.

**IMPACT**

Outcomes

We generally find that a very high % of pupils attain at least a good level of development against the set Learning Objectives and a relatively high % attain a deeper level of understanding. When talking to children about what they have learned, the large majority remember what they have been learning about and talk about it enthusiastically with good use of subject specific vocabulary.