

Religious Education Policy

Rationale

R.E. makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language, tradition and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Aims

R.E. should enable children to: Learn **about** religion and belief – AT1: Exploring Learning about religions and beliefs includes pupils enquiring into the nature of religion, using skills of explanation, interpretation and analysis, identifying and developing an understanding of ultimate questions and ethical issues, using specialist vocabulary with reference to three of the fields of enquiry:

- a) beliefs, teachings and sources
- b) practices and ways of life
- c) religious and spiritual ways of expressing meaning

Learn **from** religion – AT 2: Responding

Learning from religion and belief refers to how pupils reflect on and respond to human experience (including their own) in the light of their learning about religion; develop and use skills of application, interpretation and evaluation of what they learn about religions, communicating their responses, particularly with reference to three of the fields of enquiry:

- d) questions of identity, diversity and belonging
- e) questions of meaning, purpose and truth
- f) questions of values and commitments.

Curriculum

Hayfield Primary School R.E. scheme is taught in accordance with the Derbyshire Agreed Syllabus for Religious Education 2014 - 2019.

4-5 years: 36 hours of RE, integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.

5-7 years: 36 hours of tuition per year

(e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught)

7-11 years: 45 hours of tuition per year

(e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught)

Assessment

Pupils should be assessed on a range of areas including knowledge, understanding, skills and attitudes.

Formative assessment is carried out informally by teachers in the course of their teaching through:

- Small group work discussion
- Specific assignments
- Individual discussions where children appraise their own or a working partner's progress

Reporting to Parents

This is carried out during consultation evenings in the Autumn and Spring terms and through a written report in the Summer term.

Special Needs Provision

In order for all children to have access to Religious Education at Hayfield School, the RE syllabus will be tailored to the special needs of all pupils. This does not necessarily mean simplifying the syllabus, but identifying the core concepts for each unit and building up from there.

The role of the RE Co-ordinator at Hayfield School

The RE co-ordinator has a responsibility to:

- Provide curriculum leadership across the school
- Manage the financial resources made available for the support of RE
- Monitor and evaluate provision for RE within the school
- Monitor and evaluate standards of RE within the school
- Be informed about appropriate resources for the effective teaching of RE
- Keep up to date with local and national developments in RE and to share good practice with colleagues (and pupils) in our school. This is done through reading and sharing appropriate information from LEA RE Newsletters and annual SACRE reports and attendance on appropriate training courses
- Be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE
- Liaise with outside speakers and agencies
- Actively promote effective RE within the school and its community and to keep the profile of RE high within the school

The right of Parental withdrawal

Parents retain the right to withdraw their children from Religious Education under the 1988 Education Reform Act. This right is made clear in our school prospectus to parents/carers. The school will actively seek to persuade parents against withdrawing their child from RE in such cases where the reason for doing so is not thought to be based on sincerely held religious conviction. In all cases the Headteacher will wish to discuss with the parent(s) the implications of their request. All requests to withdraw a child from Religious Education must be in writing and made available to the school Governors.

RE and Collective Worship

We do not deliver our RE through acts of Collective Worship. Occasionally resources introduced to pupils in Collective Worship e.g. an outside speaker, a theatre in education performance, a piece of music could later be discussed and developed in the classroom as a stimulus to the RE lesson but this would be an exception and not the rule. Collective Worship does not count towards the recommended 5% curriculum entitlement time (see above).

Collective Worship can be used as an opportunity for pupils to share with a wider audience an experience or achievement that has come out of their RE curriculum e.g. an account of a visit to a place of worship, a re-telling of a festival story, the reading of a prayer etc

This RE policy was amended by Samantha Goddard the RE Co-ordinator on 27th April 2016

