



Policy Title: Religious Education

Policy Folder: Subjects

Last Review: October 2018

Next Review: October 2021

Led By: RE Co-ordinator

Responsible Committee: SD Committee

## Introduction

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring environment. In reviewing and developing new, or updating existing, policies due regard to matters of equality are considered at the outset.

Our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in RE, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will include visual, auditory, kinaesthetic techniques as well as speaking and listening activities. When appropriate, alternative methods of recording will be used and where reading and writing is planned, children with dyslexia will be given the appropriate support. Work will be marked to the RE objective, rather than the written outcome. Where the objective is writing, work is marked to the child's personal target.

### Spiritual, Moral, Cultural and Social Development

Opportunities to nurture the spiritual, moral, cultural and social development of pupils through the RE curriculum will be identified on planning. Pupils will:

Spiritual - explore beliefs and experience; respect faiths, feelings and values; enjoy learning about themselves, others and the surrounding world; use imagination and creativity; reflect.

Moral - recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - appreciate cultural influences; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

This policy has been written to formally record the teaching, monitoring and assessment of RE at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Identify what is to be taught, how it should be delivered and the key roles and responsibilities.
- Identify the overall structure and framework of the RE curriculum in the school.
- Describe how attainment and progress are assessed and analysed within the school.
- Identify school procedures to monitor and evaluate the RE curriculum

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the locally agreed syllabus, or other significant changes which impact on the teaching and assessment of this subject.

## **Aims**

In RE at Lantern Lane Primary School, we aim to offer children opportunities that provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE should equip pupils with knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and world views. Pupils should learn how to study religions and world views systematically, making progress by reflecting on the impact of religions and world views on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas,

values and experiences while respecting the right of others to have different views, values and ways of life.

The aims of RE at Lantern Lane are:

- A. Know about and understand a range of religions and world views, so that they can:
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
  - Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom<sup>1</sup> found in religions and world views;
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
  - Appreciate and appraise varied dimensions of religion.
- C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - Enquire into what enables different communities to live together respectfully for the wellbeing of all;
  - Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

### **The Right of Withdrawal**

- A parent may request that a pupil be wholly or partly excused from receiving RE.
- The pupil may receive RE of the kind desired by the parent elsewhere, provided it does not interfere with the pupil's attendance except at the beginning or the end of a school session.

- A pupil may receive RE of the type desired by the parent on the school premises providing it does not entail any expenditure by the responsible authority.
- A Teacher may withdraw from teaching RE and should not be discriminated against for their religious opinions or practices.
- In addition to these legal requirements, Lantern Lane expects that any issues around pupil withdrawal be discussed with the Head teacher and class teachers are informed about any alternative provision in order to make links with the rest of the school curriculum.

## **Roles and Responsibilities**

### **Governors:**

- Be well informed about the standards in RE and to set appropriate statutory targets. Monitor expenditure against the budget and to consider the Co-ordinator's report (see Monitoring and Assessment Policy).
- Identify a link governor to liaise with the subject co-ordinator. Participate in work scrutinies and other monitoring activities as appropriate.

### **Headteacher:**

- Review documentation, action plans, targets set and school attainment. Participate in work scrutinies and other monitoring activities as appropriate. (see Monitoring and Assessment Policy).

### **Subject Co-ordinator:**

- Lead the subject action plan by developing a curriculum audit and carrying out both formal and informal monitoring to create an overview of strengths and weaknesses.
- Carry out any tasks identified in action plan - planning audits, display audits, work analysis, resource audit.

- Keep the headteacher, governors and SMT informed of progress being made with the action plan and to maintain a close working relationship with the subject link governor.
- Be aware of staff development issues and opportunities for professional development. Provide support to teachers for planning, teaching, assessment and the use of resources.
- Review and update documentation and to use this to inform governors and to work with the headteacher to monitor and evaluate progress.
- Identify needs for INSET training and requests for resources in line with budget allowances.
- Keep up to date with subject developments, through
- Resource and manage equipment:

Equipment and resources are stored in the **AV Room** in topic boxes. There is a comprehensive stock, which is neatly stored and labelled. Staff are encouraged to return equipment and resources promptly after use and to report any breakages or shortages to the subject co-ordinator. A selection of teacher reference books to assist with planning, a small number of DVDs and posters/educational games to assess children's understanding, are available. A up-to-date resource audit is supplied to all teaching staff.

The school business manager will provide funding for the purchase of curriculum resources at the beginning of the financial year, as agreed by the headteacher and governors. The subject co-ordinator will be the delegated subject budget holder and will be responsible for ensuring that goods are purchased from reputable suppliers, ensuring best value, in accordance with the school's finance policy.

### Teaching and Learning

- Curriculum: The National Curriculum states the legal requirement that:  
"Every state-funded school must offer a curriculum which is balanced and broadly based, and which:
  - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

And:

"All state schools... must teach religious education to pupils at every key stage... (DfE National Curriculum Framework, July 2013, page 4).

- The Nottinghamshire Agreed Syllabus meets these legal requirements, and as such, is taught in full in from Foundation Stage to Year 6.
- Classroom management and organisation: In the Foundation Stage RE is taught either as a discreet subject or as part of the continuous provision. Throughout the rest of the school, RE is taught either as a discreet subject or as part of a wider topic. Pupils will usually be taught as a whole class, with tasks being differentiated to meet the needs of all pupils. For pupils to receive their entitlement of RE teaching and to attain the standards expected by the agreed syllabus, RE teaching is allocated a minimum of 5% of the timetable across the year. This might be a weekly lesson, or as a special themed day or week within the school year.
- Teaching strategies: In Foundation Stage RE is taught with an emphasis on stories, festivals and family life, through role play, listening to stories, and experiencing some of the feature of festivals first hand, for example, tasting special food, singing songs and playing games. This approach is continued into Year 1 with a gradual formalisation of the teaching sessions. Throughout the rest of school teaching approaches will include group work, open questioning, partnered work, role play, discussion, expressive arts, the use of artefacts, visits and visitors, and will be supported by the use of ICT wherever appropriate.
- Differentiation: Planning reflects the needs of different groups and individuals within the school, including those with special needs and gifted and talented pupils. It recognises the school's inclusion policy to ensure all pupils can access and progress through the curriculum.
- Homework: Homework will be set when appropriate.
- Marking and presentation: Work will be marked in line with the school's agreed marking policy. Expectations of presentation are high and guidelines for presentation will be followed across the school. Children's work will be stored in such a way as to show progression across the year or key stage.

### **Planning and Assessment**

- Long term planning: The RE Long Term Plan ensures coverage of the Nottinghamshire Agreed Syllabus.

- Medium term planning: Medium term planning is completed in an agreed format from FS to Year 6. It is monitored as part of the monitoring and reviewing cycle by the RE co-ordinator.
- Different types of assessment: Assessment is to be carried out through marking, questioning, evaluation of planning, observations, pupil interviews, pupil marking response, reports to parents, handover meetings and reports to governors.
- Tracking progress and attainment: children's attainment will be assessed against an 8 step scale provided by the Nottingham Agreed Syllabus. It is suggested that a piece of independent work is planned and carried out at the end of each academic year which will allow pupils to apply their skills and knowledge and this will be assessed against the 8 step scale, providing a portfolio to be kept by the RE co-ordinator.

### **Monitoring and Evaluation**

RE is monitored through in line with the Monitoring and Review Cycle through:

- Audits
- Work scrutiny
- Lesson observations
- Learning walks
- Pupil interviews
- Data analysis
- 'Planning Peeks' and 'Book looks'

It is monitored by:

- Subject Co-ordinator
- Headteacher
- SMT
- Governors

The results of RE audits are reported to:

- Headteacher
- SMT
- Governors
- Other staff