

SHEFFORD LOWER SCHOOL

Religious Education (RE) Policy



Written by	Adopted by staff	Ratified by governors	Review date
Jen Hall	October 2021 draft	November 2021	October 2024

1. Rationale

- a. We believe learning through religion makes a significant contribution to children's spiritual, moral, social and cultural development and also to their attitudes and emotional development. It helps prepare children for the opportunities, responsibilities and experiences of adult life in the UK and within our wider global community and forms a valuable part of the school's British Values Education.
- b. Religious Education (RE) happens beyond RE lessons, through spontaneous opportunities that arise across the curriculum for children to experience awe and wonder in the world around them.
- c. The RE curriculum is underpinned by the school's strong culture of Values Education. Together the RE curriculum and school values teach children the fundamental British values of; understanding, tolerance and respect for people of different faiths and cultures; democracy; the rule of law and individual liberty.

2. The right to withdraw children from Religious Education

- a. Parents do have the right to request that their children are withdrawn from Religious Education.
- b. However, the school does place value on this aspect of children's education for their social and emotional development and their understanding of the world they are living in and ask that parents do allow their children to participate in all lessons and educational visits.
- c. Children learn through hands on experience, a variety of resources and sometimes through role play but they are not at any time expected to practice another faith and will not be indoctrinated in any way.
- d. If parents are concerned or have questions about Religious Education at Shefford Lower School, they are encouraged to discuss this with the Headteacher and would be welcome to observe a RE lesson.
- e. Following a discussion with the Headteacher, any request to withdraw a child from RE lessons should be made in writing to the Headteacher.

3. Aims

- a. Through learning about religion children will:
 - i. Recognise the diversity of life and the wonder of the world they live in
 - ii. Develop their ability to be thoughtful and reflective
 - iii. Have a greater understanding of their relationships with other people
 - iv. Have a developed sense of themselves as important and valued individuals and of their place within a caring community
 - v. Acquire knowledge and understanding of religion and why it is important to people who follow their faith
 - vi. Understand that religion is underpinned by key beliefs and practices that can be seen in the way people live their lives
 - vii. Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions
 - viii. Develop as individuals and members of society by fostering a reflective approach to life with a growing understanding of people's experience, attitudes, beliefs and practices.

4. Intended Outcomes

- a. Children will:
 - i. Be motivated and involved in their learning
 - ii. Be able to find and use information from a variety of sources
 - iii. Be caring, considerate and understanding to others
 - iv. Demonstrate a developing knowledge of Christianity, other major faiths, including Humanism
 - v. Express their thoughts and ideas about their own place in the world, their values and their rights and responsibilities to other people
 - vi. Be aware of and respect the similarities and differences of the beliefs of others.

5. Teaching and Learning

- a. RE is taught in accordance with the locally agreed syllabus for Religious Education and the topics taught will follow this syllabus. Lessons will encompass three core elements (making sense of belief, understanding impact and making connections), which are woven together to provide continuity, progression, breadth and balance.
- b. Opportunities for reflection are built in across the curriculum. Children are encouraged to listen and ask questions. RE lessons include art, music, drama, dance and role play as an integral part of teaching RE, ensuring that respect is shown at all times. Links are also made with aspects of geography and history. ICT, on-line and interactive programmes will support learning and teaching in RE.
- c. Children will handle and discuss religious artefacts. Visits to different places of worship are organised for each Key Stage. In KS1, pupils visit local places of worship and St Albans Cathedral. In KS2, pupils will revisit St Albans Cathedral and experience the Bedford Faith Tour, which includes Christian and non-Christian places of worship.
- d. Local church ministers play an active role in the life of the school and other faith leaders are invited to deliver assemblies, throughout the school year. Whole school, weekly assemblies in RE will focus on religious stories from different faiths and religious festivals/celebrations.

6. Resources

- a. Boxes of artefacts with relevant information are kept in the RE resource area. They include artefacts for Christianity, Judaism, Islam, Sikhism and Hinduism. In order to accord appropriate respect, The Qu'ran is kept on a book shelf in the RE Co-ordinator's classroom and not in the resource box. Within the RE resource area are a number of teachers' books. There are also a large range of children's books in the library, including some multi-cultural story books. The budget for RE is linked to the School Development Plan. RE resources are reviewed by the subject leader who identifies future requirements and replacements.

7. Individual needs

- a. RE is taught through a progression of understanding and skills and the children in a class may be at different stages of development. Activities are differentiated to provide appropriate challenge for all abilities.
- b. A variety of activities are employed to support those children experiencing difficulty in this subject.
- c. Support Staff are deployed to give individual attention to different ability groups. IT may be used as
- d. a tool to facilitate communication for those children experiencing specific difficulties.

8. Equal opportunities

- a. All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Each child will have the opportunity to develop at a level and rate appropriate to their needs. In the context of the classroom, it is the class teacher's responsibility to differentiate teaching and plan appropriately challenging learning activities to enable all children to make progress. Staff expectations of pupil are soundly based on evidence of the pupil's attainment and do not reflect and bias.
- b. Pupil's effort and work is valued equally and positive images of all individuals are promoted.

9. Assessment and Recording

- a. The syllabus has a range of assessment activities suited to most topics. Assessment opportunities should be planned into lessons on a regular basis.
- b. Evidence of children's achievements and progress is gathered by a variety of methods:
 - i. recording observations of activities, children's presentations, questioning, listening and discussions, written, artwork and structured written answers;
 - ii. Teachers annotate their planning according to children's learning and this is used to inform future lessons.

10. Information and Communications Technology (ICT)

- a. ICT provides opportunities to develop and aid children's learning by providing access to a vast resource base beyond their classroom. Teachers are responsible for ensuring that children only access suitable

programmes and internet sites. Children are taught to report anything that is a concern and staff record any incidents in the IT log.

11. The role the Subject Leader

- a. The subject leader is responsible for monitoring the implementation of this policy and to provide advice and support to colleagues. They are expected to keep up-to-date and inform staff of current issues/developments as necessary. The subject leader should be informed about standards in the subject, monitoring through work sampling, observations and speaking to children as appropriate. It is their responsibility to identify areas for improvement, agree these with the Headteacher, audit and organise resources and manage the RE budget.

12. Monitoring

- a. The implementation of this policy will be monitored by the RE subject leader who will evaluate developments in this area and identify any action points on the school development plan. The policy will be reviewed once every three years by staff and governors.