

Bill Quay Primary School



RE Policy

Purpose of this policy

The purpose of this policy is to outline our practice in Religious Education (RE) and the principles in which it is based. It sets out a framework by which all staff can work and gives guidance on planning, teaching and assessment.

Rationale for Religious Education (RE):

Religious Education will enable all children to explore religious beliefs and practises, some of which are located in the local community. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences. Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development. RE will foster mutual understanding between pupils of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

Our Aims and objectives in teaching RE:

- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others
- To encourage pupils to ask and reflect on challenging questions
- To provide opportunities for personal reflection where pupils can explore their own beliefs (not necessarily religious)
- To encourage pupils to appreciate and respect the different cultures in today's society

Our Curriculum:

At Bill Quay Primary School we follow the Discovery RE scheme which has been approved by Gateshead LA. The long and medium term plans ensure that there is progression throughout the school and that pupils are building upon knowledge learnt in previous years.

The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages. Our RE curriculum allows pupils to see the similarities within the major religions and make connections. See appendix 2 for our curriculum overview.

We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all pupils. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities.

The four elements of RE are indicated as follows:

- Beliefs, Teaching and Sources
- Practises and Ways of life
- Meaning, purpose and truth
- Values and Commitments

Foundation Stage RE is provided to all pupils at Bill Quay Primary School. In the foundation stage, we continue to follow the Discovery RE scheme and link it to the Early Learning Goals. This provides pupils the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

Assessment and Recording:

The standard of work in RE is expected to reflect the targets of pupils in the core subjects. At Bill Quay Primary School, assessment is integral to the teaching process. Assessment allows us to judge the progress that pupils have made in understanding. In order to make an assessment of an activity, we need to be clear about the purpose of the activity and of the evidence that we expect to see in order to know whether pupils have achieved the expected aim. Assessment also allows us to identify those pupils who need additional support, evaluate the effectiveness of our strategies and improve our teaching.

In order that we can make accurate assessments of our pupils, it is important that teachers build up knowledge of the progression of the key concepts and processes in history as expectations will differ as the pupils move between the Foundation Stage and KS2. Teachers therefore need to identify opportunities within their planning that allow pupils to demonstrate their understanding. Religious understanding can be assessed through a variety of tasks, such as art, diagrams, role play and writing.

In addition, we also use common assessment tasks which focus on the one main objective of the unit. These are highly visual and support teachers in making an overall judgement about how well each pupil has progressed. At the end of each unit, the teacher will make an overall assessment based on the key concepts and processes identified in his/her planning. Pupils will be assessed as having met the intended objectives, working towards them or exceeded them.

Resources:

We have a wide range of resources to support the teaching of RE at Bill Quay Primary School. We also make use of the religious buildings in our local area.

Collective Worship:

The daily act of collective worship at Bill Quay Primary School follows the requirements of the 1988 Education Reform Act.

Right of Withdrawal:

RE is part of a pupil's entitlement from Reception through to the end of Sixth Form. All maintained schools are required to provide RE for their pupils and headteachers must ensure that this is done. All local authorities are required to establish a Standing Advisory Council on Religious Education [SACRE] to provide advice to the local authority and to periodically review the Locally Agreed Syllabus. The agreed syllabus must reflect that the religious traditions in Great Britain are principally Christian. Parents have the right to withdraw their children from all or part of RE. Headteachers should refer to Section 386 of the Education Act 1996 and also to "Religious Education in English schools: Non statutory guidance 2010" for more information in relation to this right.

Equality and Diversity:

It is the responsibility of all teachers at Bill Quay Primary School to ensure that all pupils irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the RE curriculum and make the greatest possible progress in accordance with recent legislation.

The RE programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy. Our RE curriculum also enables pupils to consider the UN convention on the rights of the child. In particular article 14, ensuring every child's right to an religion and nationality is respected.

Teaching and Learning:

At Bill Quay Primary School, we use a variety of teaching and learning styles in RE. We utilise whole class teaching methods and combine these with enquiry-based research activities. Stories, key questions and festivals will introduce every activity. Pupils will work individually, in pairs, in groups and as a class. To ensure we meet the needs of all learners, lessons may be differentiated using resources, careful questioning, expected outcome or support from peers/adults.

We believe our pupils learn best when they have a 'hook' to stimulate their curiosity in a unit. These 'hooks' may be:

- Artefacts, with which pupils can handle, discuss and generate questions about.
- Trips to local significant building and special places of interest.
- Visitors who can talk about their own religions and experiences

Role of the Subject Co-ordinator:

The RE co-ordinator will monitor the implementation of this policy and review and amend it as necessary. Monitoring of standards in RE will be undertaken through:

- Observation of lessons
- Scrutiny of pupil jotters
- Discussion with pupils
- Moderation of pupil work

The RE co-ordinator will also be responsible for reporting to the Governing Body on standards and developments in Religious Education on an annual basis. A subject improvement plan will detail steps needed to progress standards. This will be updated termly and reviewed annually.

Appendix

1	Long Term Overview
2	Planning Proforma

Appendix 1 – Long Term Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?	How important is it to Christians that Jesus came back to life after His crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Year 3	Does joining the Khalsa make a person a better Sikh?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	Do Sikhs think it is important to share?	What is the best way for a Sikh to show commitment to God?
Year 4	Is it possible for everyone to be happy?	What is the most significant part of the Nativity story for Christians today?	Could the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?

Year 5	What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	What is the best way for a Christian to show commitment to God?
Year 6	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead better lives?	Does belief in Akhirah (life after death) help Muslims lead better lives?

End of unit assessment

Working Towards	Working at (expected)	Working at greater depth