



RE POLICY



Religious Education Policy

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Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Religious Education at Rodings

Religious Education at our school provides the opportunity for children and adults to reflect on the ways in which beliefs influence how people live their lives. These beliefs and life experiences affect the way people behave and this behaviour has an impact on others and the world we live in.

At Rodings Primary School, the Religious Education curriculum has a key role to play in helping children to develop their spirituality and understanding about diversity. They will begin to understand that they have a part to play in creating the world they live in.

We aim to inspire the children to be able to become more confident in holding balanced and informed discussions looking at the RE curriculum through three lenses: Human and social understanding, Theology and Philosophy. Each unit of work starts with an inquiry question and children explore multi faith religious ideas and themes.

We want children to understand that people have different beliefs and that it is important to mindfully listen to these people and show respect for these beliefs. In so doing they will have the essential foundations needed to become good citizens of the planet, being responsible members of society and showing that they know the importance of treating everyone with dignity.

Being aware of world religions and holidays is key for promoting inclusivity, respect and tolerance all year round. We've included a website with information on religious events and festivals.

National Curriculum

RE is not part of the National Curriculum, however, schools are required to teach it.

Legal Requirements

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum.

As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes.

Withdrawal from RE

A parent of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

We strongly advise parents that children benefit hugely from the RE curriculum. If Parents wish to withdraw their children we ask them to do so, in writing, to the Head Teacher.

Subject Overview

RE at Rodings is designed to develop religious literacy. Our curriculum promotes an understanding of religion and worldviews through a multi-disciplinary understanding of the subject. This provides a balanced understanding ensuring that pupils are seeing religion and worldviews through different lenses.

This curriculum is rooted in three key disciplines or disciplinary fields, which we call lenses. These are theology, philosophy and the human and social sciences.

Theology

We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Philosophy

We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human and Social Sciences

We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

EYFS

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use

their senses in exploring religious and non-religious beliefs, practices and forms of expression.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

Feedback in RE will often promote further questions. We ask children to explain their understanding and develop it further by considering what they or others value or believe.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

SEND children's provision of RE can be supported by the use of artifacts found in the RE topic boxes. Giving these children to physically explore items they are learning about can help focus their attention and deepen their understanding.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

More able children should be supported through questioning. Teachers should enable children to question their own thoughts, feelings and beliefs and that of others in a positive and constructive way. More able children will begin to give reasons for these beliefs.