

RE Policy

MAT Vision For Our Church Schools

We aim to provide an education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England's Vision for education: Wisdom, Hope, Community and Dignity. Our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture their love of learning.

Our small school provides big opportunities to broaden learners' horizons and prepare them for the fullness of life, through hope, aspiration and our core Christian values. We focus on relationships and learning to live well in a wider community that can flourish together. Central to children's learning is respecting the worth, dignity and preciousness of each person in a safe and inclusive environment within the sight and love of God.

Each Academy within the MAT has adapted this vision for their individual setting.

Delivery

As a Church school the governors review and agreed the RE curriculum and ensures it meets the expectations set out by the 'The Statement of Entitlement' in the *Statutory Inspection of Anglican and Methodist Schools (SIAMS)* Evaluation Schedule. In particular, Christianity forms 50% of the taught curriculum and 5%-10% of curriculum time is set aside for the teaching of RE.

This is approx. one hour per week, or in blocked time as appropriate. The time allocated for RE will be separate from time given to Collective Worship.

Drake's C of E Primary is part of the Link Academy Trust (and was previously a Voluntary Aided school) therefore the provision of RE must be in accordance with the Trust Deed of the academy. In consultation with the other schools in the MAT it has been decided, following advice from the diocese, to adopt the locally agreed syllabus for Devon and Torbay which incorporates the Understanding Christianity resources.

RE has an important part to play as part of a broad, balanced, and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through the Locally Agreed Syllabus, using Understanding Christianity and RE Today units. We also make use of The Emmanuel Project as a source of ideas and teaching strategies.

In accordance with the structure of the locally agreed syllabus we have agreed that:

At KS 1 pupils study Christianity as well as Judaism and Islam

At KS 2 pupils study Christianity, Judaism, Islam and Hinduism

Consideration of other religions and non-religious worldviews can occur at any stage as appropriate to our school context.

Key Skills in RE

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in:

- Investigation/enquiry (about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of IT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (making connections, reflecting on and developing their own views and ideas, recognising the beliefs of others and the impact of these).

Key Attitudes in RE

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

The contribution RE makes to other curriculum aims:

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment, and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Preparing pupils for life in modern Britain

RE makes an important contribution to a school's duty to prepare pupils for life in modern Britain and to combat extremism. It provides a key context to develop young people's understanding and appreciation of diversity, to hold difficult conversations about religion and belief and to give pupils the skills to challenge racism and extremism. Effective RE will promote social cohesion.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Approaches to teaching and learning in RE

To make religious education a lively, active subject we employ a variety of teaching tools:

- Visiting local places of worship and virtual tours of other religious buildings.
- Use of visitors to share their faith.
- Enquiry and investigation and the development of thinking skills, ie Magenta Principles.
- Using art, music, dance and drama/role play.
- Children experiencing times of quiet reflection and stillness to develop their own thoughts and ideas.
- Using story, pictures and photographs.
- Collective recording through class scrapbooks/Sway.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions using P4C techniques.
- Use of IT to inform, for independent research and creation of presentations.

Assessment

In line with the school policy on assessment and recording It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set, noting + and – and next steps on daily plans and using pupil conferencing. We currently monitor children's progress each half term, with end of unit summative comments under the headings of Emerging/Developing Independence, Secure and Greater Depth. This is informed by using dialogue, class scrapbooks, children's books and AFL pieces. The evidence gathered will be used by the class teacher to ensure that pupil's learning is, for example, appropriately scaffolded to support progress for SEND pupils or challenging enough to lead those to greater depth.

The RE subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The RE Lead/Academy Head will monitor RE within the school through analysis of assessment data, to ensure expectations and outcomes in RE match those in Literacy for instance.

The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

Reviewed: Nov 2023