



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

RE POLICY

Produced by: Mrs R Tew

Approved by: _____

To be reviewed: July 2021

Intention:

At Flash Ley all children should be given the same opportunities to excel in Religious Education. It will allow them to explore, deepen knowledge and thinking and develop tolerance of others through rich, personalised experiences. Children will build their confidence to explore the opportunities RE can offer them and develop their tolerance of others through WOW experiences and a wide breadth of coverage of different faiths and religions. Our pupils will become patient learners in an open minded classroom and accept that not everyone believes or thinks the same but that is ok and this will be the case for each and every child who attends our school regardless of background, prior experiences, need or religion.

Local councils are responsible for deciding the RE syllabus, so with this in mind, Flash Ley follows the Agreed Syllabus in Staffordshire.

The national curriculum non statutory guidance for RE aims to ensure that all pupils:

- Answer thought provoking and challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- Build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice • prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Implementation:

The aims of RE within the Staffordshire Agreed Syllabus are that pupils should acquire:

1 Exploring) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

2 Engaging) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values; By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.

3 Reflecting) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society; By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

- RE is taught fortnightly throughout the school by all teachers using the Agreed Syllabus which we have adapted and personalised to our own curriculum. Please see the Long Term Plan/Non Negotiables/Skills Grids.
- Each half term includes an exciting WOW experience to make the learning come alive. This may also be a cross curricular experience eg making stained glass windows, writing newspaper articles or taking part in a Chinese New Year party.
- The teacher should make professional judgements about when to adapt, or add additional materials where this would benefit learning. Units in the scheme are designed to build on and develop earlier units, allowing for continuity and progression.
- We have allocated RE resources to support the teaching and learning of RE and visit local places of worship.

Foundation Stage

RE in the Early Years Foundation Stage is not a stand-alone subject but is an essential part of provision in order for children to achieve expected levels at the end of Foundation Stage, particularly in the People and Communities strand of Understanding the World.

As with other aspects of learning new ideas will be introduced through adult-led activities but children will have opportunities to develop and consolidate their understanding through continuous provision.

SEN

We believe that all children have the right to access the RE curriculum. In order to ensure that children with SEN achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach RE to all children, whatever their ability and ensure that lessons are differentiated to provide support to enable every child to participate in RE lessons. Where appropriate, we may support SEN children in small groups or on a one to one basis.

Equal Opportunities

RE has a special role to play in developing equal opportunities both of religion, culture and gender. Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups.

Promotion of Reading:

Our RE lessons encourage children's reading skills through the exploration of newspaper articles, text books, the internet and artefacts. Children link what they have read to their WOW experience lesson. They will also develop their knowledge of subject specific vocabulary.

British Values/SMSC:

The RE curriculum provides opportunities for students to develop their tolerance, self-esteem and self-confidence. We create a provision for a safe learning environment where they can express personal and collective views and opinions. Regular democratic opportunities are provided for pupils to discuss, listen and appreciate. This also provides students with opportunities for respectful support of their peers. They are constantly encouraged to accept responsibility for their behaviour and decision making. Through the long term plan for the whole curriculum there are ample opportunities to explore their own culture and that of others through assemblies, topics and events scheduled for the year.

Impact:

The impact of our RE curriculum can be judged based on 3 assessment points at the end of each term which focus on the 3 core elements of our curriculum:

- Exploring
- Engaging
- Reflection

Teachers create assessment opportunities for these points and the data is sent to the RE lead.

