



R.E. Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



R.E. POLICY



Heygarth Primary School

'Learning and Achieving Together for Life.'

OUR VISION

At Heygarth, we envision that all children will embrace the diverse global community in which they live. Through a range of broad cross-curricular opportunities, children will learn about world religions and develop their own sense of identity and belonging. RE at Heygarth teaches pupils to develop respect for others and helps to challenge prejudice. Our lessons encourage children to explore how they might contribute to their community and wider society. We now want to encourage pupils questioning skills and develop their deeper understanding about empathy, compassion and generosity.

AIMS

The aim of Religious Education and World Views at Heygarth Primary School is to enable pupils to learn about religion by:-

- Developing a knowledge and understanding of the nature of religion, religious beliefs, practice and experience.
- Exploring the way that religious beliefs and experience shape life and conduct.
- Considering and making their own response to the religious dimension of life and encouraging pupils to develop their own beliefs and values.
- Acknowledging the diverse nature of religious convictions and respecting people's rights to hold them.

We aim to encourage mutual respect, consideration and reverence for others' feelings and beliefs to convey the message that all school members are of equal worth, regardless of race, status or ability. We also aim to provide opportunities for pupils to ask questions, seek answers and develop ideas by learning about lifestyles in real, historical and fictional situations. Within their learning in RE and World Views, we hope that pupils will develop attitudes that are open, reflective and critical and that they will acquire a skill base which allows them to be curious, play with ideas, empathise, listen, imagine, question, make links and reason. RE and World Views will also form part of our pupils' spiritual, moral and cultural development.

The Content of our Curriculum

Pupils at our school are taught to use a variety of approaches to answer relevant Religious Education questions and this is set out in our long-term plan. We encourage pupils to use empathy, critical thought and reflection when carrying out and developing enquiries and presenting their findings.

EYFS

PSED

Curriculum Organisation

The organisation of the work in RE is governed by the Wirral Agreed Syllabus of Religious Education and World Views 2019.

Children in Foundation 1 and 2 will follow; Development Matters in the Early Years Foundation Stage Curriculum.

There are a number of key concepts and organising principles that underpin the study of RE at Heygarth, which are taken from W.A.S.

Key Stage One

- We teach Christianity and Hinduism in KS1.

Key Stage Two

We teach Christianity in KS2 and one of the following religions in each year group.

- Buddhism
- Islam
- Judaism
- Sikhism

Planning and Delivery

Suggestions for medium term planning are made in the W.A.S and short term planning takes place on Heygarth's own planning sheets which also record differentiation and teachers' comments. Differentiation may be achieved in a number of ways by context, content, task, outcome, resource provision or teacher/T.A support.

The long term plan shows coverage and comparisons of world faiths. The average time allocation per week for RE in years 1 to 6 is 30 - 60 minutes.

Some units of work may be linked to other areas of the curriculum e.g. Judiasm in Year 5 is linked to the history topic of World War 2. RE can also be enriched with forms of dance, art, drama, ICT and music.

RE closely links with collective worship as a school or with class or year group assemblies. Local clergy are often invited to lead our assemblies and we currently have strong links with Eastham, St. Mary's Church and the Gospel Hall in Bromborough. The children have opportunities to visit local churches during the year. They may also visit centres for other religions, when appropriate e.g. a Jewish Synagogue. We encourage and support various charities and welcome their representatives to talk to the children

e.g. Operation Christmas Child and Forum Housing. These visits enrich the children's experiences and help foster community links.

Technology

The role of technology in enhancing pupils' learning in RE:

Technology is used to support teaching and learning in a number of ways:

- Explore, describe and explain different faiths;
- To consolidate understanding;
- Explore the answers to questions through information programs, DVDs, video clips and Internet;
- Investigating the lives of different people;
- Presenting information in different ways;
- Individual revision in preparation for SATs;
- Use of Interactive Whiteboards;
- Research, presenting and completing activities using iPad or desktop computers.

Assessment and Monitoring

Using the 'Balance' tool for assessment, teachers will make regular formative judgements, focusing on learning that has taken place and to plan next steps. Strengths and areas for development will be identified and addressed.

In EYFS assessment is ongoing and observations inform next steps planning.

Reports to parents on the attainment of their children are made verbally in the autumn and spring term and a written report is provided during the summer term.

Monitoring

Monitoring teaching, pupil achievement and progress is essential and the outcomes of monitoring are used strategically to secure even better science.

Monitoring and data analysis includes:

- Moderating assessment;
- Observing lessons;
- Planning;
- Pupil focus groups;
- Team meetings;
- Work scrutiny;

Right of Withdrawal

Parents retain the right to withdraw pupils from all or part of R.E. This is rarely exercised except in the case of Jehovah's Witnesses.

If parents choose to withdraw pupils they will be encouraged to provide their child with some appropriate work, related to their own beliefs, wherever possible.

Teachers also retain the right not to attend. (1944 Act, Sec. 9).

Inclusion

We recognise that supporting access to RE for all pupils is crucial. The range of needs include those for whom language and communication difficulties are the result of sensory or physical impairment; for some, English may be an additional language requiring additional support; pupils may have a speech and language delay, impairments or disorders, specific learning difficulties as a result of dyslexia, dyspraxia or ADHD. Other difficulties in communication/interaction may have arisen from a disrupted education through illness or early childhood trauma.

At Heygarth we ensure that we are aware of barriers to learning and we endeavour to meet the needs of all pupils in our school.

Equal Opportunities

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

Role of the Subject Leader

At Heygarth the RE leader is responsible for the teaching and learning of RE across school. The leader ensures pupils can develop their understanding of world faiths, ask questions and consolidate learning in appropriate ways.

The RE leader has developed a whole school vision for Religious Education and World Views and ensures that RE is valued as a subject that encourages links across the curriculum.

Role of Governors

The role of the link governor for RE is based on trust, openness and transparency. They know the school well. They will support the monitoring of RE, ask questions for clarification or explanation and challenge.

Conclusion

It is the responsibility of all staff at Heygarth Primary School to share the love of learning in RE and to model the curiosity in their everyday lives.

RE Policy written by: Sarah Thompson

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