

# ASHGATE CROFT SCHOOL

## RE POLICY

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Approved by Curriculum & Progress Committee meeting: 10<sup>th</sup> April 2019

Minute No.: 24.1/19 (C/P)

Reviewed by: L Covell - Spring 2019

To be reviewed – Spring 2021

### Introduction

#### Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of RE as outlined in the Derbyshire Agreed Syllabus for Religious Education 2014-2019.

#### Aims

The principle aim of RE in Derbyshire schools is to enable pupils to participate in an ongoing search for wisdom, through exploring questions raised by human experience and answers offered by the religious beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

RE enables the pupils to achieve the principle aim because it:

- **provokes challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- **develops pupils' knowledge and understanding** of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- offers opportunities for **personal reflection** and **spiritual development**.
- **enhances pupils' awareness and understanding** of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- **encourages pupils to learn from** different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- **challenges pupils** to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encourages pupils to **develop their sense of identity and belonging**.
- enables them to **flourish** individually within their communities and as citizens in a pluralistic society and global community.
- enables pupils to **develop respect for and sensitivity to others**, in particular those whose faiths and beliefs are different from their own.

- **promotes discernment** and enables pupils to combat prejudice.

## **Procedures and practice**

### Teaching

#### *Planning*

Each department has a long term plan in place for RE. Teachers are responsible for completing Medium Term Planning on the school format each term. Teachers use the EYFS curriculum, Primary and Middle Departments use the Equals schemes of work. Upper School may integrate RE into OCR units as well as following areas of study on the five year rolling programme. All staff receive regular, concise termly feedback on Medium Term Planning from the RE co-ordinator.

### What/When RE is taught

#### *EARLY YEARS FOUNDATION STAGE (EYFS):*

*RE is a compulsory part of the basic curriculum for all reception age pupils and should be taught according to the Derbyshire Agreed Syllabus for RE.*

**What:** Students in the EYFS follow the same curriculum and timings as the primary department, however their learning objectives come from the Early Learning Goals (Please see the EYFS Curriculum policy). RE sits very firmly within the areas of personal, social and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through playing and exploring, active learning, creating and thinking. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

RE forms a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

**When:** Most pupils have one RE lesson a week, however, classes that follow the sensory curriculum sometimes choose to have an RE day as opposed to weekly lessons. All pupils attend assembly once a week and celebrate and learn about religious festivals such as Holi, Divali and Christmas. See collective worship policy.

#### *PRIMARY DEPARTMENT (Key Stages 1 & 2):*

##### *Key Stage 1*

**What:** Throughout KS1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder

about the world, using their imaginations. They explore/talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**When:** Most pupils have one RE lesson a week, however, classes that follow the sensory curriculum sometimes choose to have an RE day as opposed to weekly lessons. All pupils attend assembly once a week and celebrate and learn about religious festivals such as Holi, Christmas and Divali. See collective worship policy.

### *Key Stage 2*

**What:** Throughout KS2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

**When:** Most pupils have one RE lesson a week, however, classes that follow the sensory curriculum sometimes choose to have an RE day as opposed to weekly lessons. Links with certain areas of PSHE (e.g. relationships) allow for RE to be integrated into other lessons, but this should be highlighted in planning. All pupils attend assembly once a week and celebrate and learn about religious festivals such as Holi, Christmas and Divali. See collective worship policy.

### *MIDDLE DEPARTMENT (Key Stage 3):*

**What:** Throughout KS3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world; considering both the importance of interfaith dialogue, and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

### **When:**

Most pupils have one RE lesson a week, however, classes that follow the sensory curriculum sometimes choose to have an RE day as opposed to weekly lessons. Links with other curriculum areas allow for RE to be integrated into other lessons, but this should be highlighted in planning. All pupils attend assembly once a week and celebrate and learn about religious festivals such as Holi. See collective worship policy.

*UPPER DEPARTMENT (Key Stages 4 & 5):  
RE is a statutory part of the core curriculum for all pupils.*

**What:** Students follow a five year Long Term Plan. They should be taught the knowledge, skills and understanding through studying Christianity and any other of the one principle religions studied in earlier key stages.

Attitudes such as respect, care and concern should be promoted throughout school

**When:** All students attend assembly once a week. Students are not taught RE every week but in an RE Day where the department joins together to explore a religious concept or festival together.

### Agreed procedures

RE content must:

- enable pupils to participate in an ongoing search for wisdom, in the light of questions raised by human experience and answers offered by the religions and beliefs of people of Derbyshire and the wider community, so as to promote their personal development.

In pursuit of the above aim RE in Ashgate Croft should enable pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.

RE should enhance pupils' spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study
- developing positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

### Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/ blocks of work. Throughout the year the RE subject leader moderates work from all classes in school and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels. In addition to this:

- In the EYFS each child's progress should be assessed against the relevant EYFS Early Learning goals each half term and alongside MSI assessment, if applicable, 3 times yearly. Data should be passed to assessment co-ordinator (see the EYFS policy for more details).

- In Key Stage 1,2,3,4 and 5 assessed through regular teacher assessment.

### Role of the Subject Leader

- To keep up to date with government initiatives related to RE.
- To participate in relevant training to support a broad knowledge of the RE Curriculum across all ages and abilities in school.
- Work with Deputy Head to monitor progress in RE.
- To work with Assistant Head to discuss support they may need and resources required in each department.
- To monitor teacher medium term and short term planning for RE across the school.
- To support teachers in ensuring RE is delivered effectively across the school, this may include peer observations of/shadowing good practise.

### Parental Involvement

In the Primary Department Parents/cares are invited to attend religious festivals such as the Christmas concerts.

Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this is may be linked to RE themes.

Parents/carers have the right to withdraw pupils from RE on the request of their parents to the Governing body. However, parents/carers will need to provide work during RE lessons/days that fits with their beliefs. If parent's want withdrawal that takes the pupil outside of the classroom, parents/carers will need to provide adult supervision at these times.

### Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy.

### Monitoring of the policy

Monitored by the RE subject leader

### Children's Rights

Taken from the UN conventions of the rights of the child within PSHE the children's rights which are developed are:

Article 2: The convention applies to everyone: whatever their ethnicity, gender, religion, whatever they think, whatever they think or say, whatever type of family they come from.

Article 14 – All children have the right to think and believe what they want and to practise their religion as long as they are not stopping others from enjoying their rights.

Article 28: All children have the right to education.

Article 30: Every child has the right to learn and use language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### **References**

- Derbyshire Agreed Syllabus for Religious education 2014-19
- EYFS Curriculum policy
- Primary and Secondary Equals RE schemes of work (alongside Long Term Plans)
- Upper School five year rolling programme.
- House of Common’s Briefing Paper, Number 07167, 7 July 2016 Religious Education in schools (England) by Robert Long.