

AYCLIFFE DRIVE PRIMARY SCHOOL



RE POLICY

**Updated June 2022
To be reviewed 2025**

Staff Responsible

**Mrs M Green
Mrs H Chinn**

**Head Teacher
RE Subject Leader**

Background to Religious Education at Our School

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this Hertfordshire Agreed Syllabus of Religious Education 2012-2017 and the Hertfordshire Scheme of work which we have used as the basis of our planning and delivery of RE.

RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times. *(Please refer to the British Values Document.)*

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from religious education. Teachers may also withdraw from the teaching of RE.

1 Values and Aims

RE at our school aims to enable pupils of whatever ability and level of development to:

- 1.1 acquire and develop knowledge and understanding of principal world faiths practiced in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
- 1.2 develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
- 1.3 develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- 1.4 enhance their own **spiritual, moral, social and cultural** development.
- 1.5 recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

2 Objectives

Learning

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education has two closely related aspects:
Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

Teaching

The teaching of RE involves some direct teaching and whole class, group, paired or individual activities. A range of teaching styles is used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning. They also learn through other curriculum areas such as art, music, creative writing and drama.

Special Educational Needs

Throughout all RE work a wide variety of tasks and activities will be undertaken to accommodate the whole spectrum of special needs. Where similar tasks are carried out differentiation will be by outcome.

3 Planning and Organisation

Christianity is taught at both key stages. Aspects of the other five principal religions are also explored.

Our medium-term plans give details of each unit of work for each term. These are based on the Hertfordshire Scheme of Work for RE. The RE Subject Leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

Allocation of teaching time is in line with current Herts guidelines. This is:-

Key Stage 1	60 hours over 2 years (10 hours per term)
Key Stage 2	156 hours over 4 years (13 hours per term)

These hours may be taught in blocks.

4 Assessment, Recording and Reporting

Through activities such as discussion with pupils, taking photographs, displays, marking work and observing, teachers continually find out about their pupils' achievements in RE.

The pupil's annual report informs the parents and receiving teachers about the child's progress in RE.

Any significant progress or lack of it should be recorded to inform future planning.

Individual pupil's progress is tracked throughout the year and analysed annually.

5 Management and Co-ordination

The teaching of RE is coordinated by the subject leader. Other adults/support staff may be used to support learning in small groups or as individuals.

6 Resources

These are as follows:

- resources for photocopying are stored in the RE cupboard;
- RE books and artefacts are stored in the RE cupboard;
- class Bibles are available in each unit;
- a selection of reference material in the school library;
- ipads can be used for retrieving of information.
- Visitors
- Class trips

7 Presentation

This is as follows:

- children's work may be presented in a specific book or kept in loose-leaf folders;
- RE covered through topics is normally put into a topic book;
- work can be written, drawn or verbal as appropriate;
- classes share work through displays, photographs and assemblies.