



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** RE

**Date of Policy:** March 2022

**Member of Staff responsible:** R Hilton

**Review date:** March 2025

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

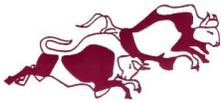
### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## RE Policy

The principle aim of RE at Mickleover Primary School is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

### INTENT- AIMS

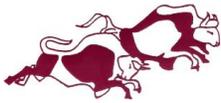
The aims of The Derbyshire and Derby City Agreed Syllabus for RE are:

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.
- British values will permeate the RE curriculum across all key stages; in particular, tolerance and mutual respect will be promoted within units of learning to further instil these.

In addition, RE at Mickleover Primary School makes a significant contribution to a number of other areas of school life including:

- The school's multi-cultural curriculum eg to ensure that all cultures are treated with equal respect and without prejudice.
- The duty on schools to promote community cohesion to promote common values and value diversity. To provide opportunities for children and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.
- The spiritual, moral, social and cultural development of pupils e.g.; to question own values in human society, to make informed judgements on religious and moral issues, to prepare for life as citizens in a plural society and develop understanding of cultural contexts within which they live.
- Learning to Learn to draw on skills to solve problems and discuss current issues.
- Philosophy for Children to encourage questioning about the world in which we live.

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- PHSE Matters which supports the emotional wellbeing of children.
- Citizenship e.g. to help pupils respect people of different beliefs, practices, races and cultures.
- PSHE (Personal, Social and Health Education) e.g. to develop social and political awareness through considering religious and moral beliefs and values that underpin relationships, crime and punishment and health choices.
- School ethos e.g. to provide opportunities to work co-operatively and take responsibility for oneself and others.

### **IMPLEMENTATION - Content**

The Derbyshire and Derby City Agreed Syllabus for RE (2020 – 2025) is based around a key question approach, where the questions open up the content to be studied. The syllabus gives some example key questions to help teachers deliver the statutory Programmes of Study. All of the questions are found on p.16-17, with EYFS on p.22, KS1 on p.33; KS2 (new syllabus); these are followed by detailed outlines for each question. These are not statutory, but are designed to support staff in delivering high-quality RE that enables coherence and progression in the pupils' learning. The key question outlines give structured support in terms of 'emerging', 'expected' and 'exceeding' learning outcomes and suggested content, to enable good planning and progression.

At Mickleover Primary School, children are taught the principles of Christianity, Judaism and Islam across KS1; and Christianity, Judaism, Islam, Hinduism and Humanism in KS2.

### **Time Requirements**

RE should be allocated a minimum of 5% curriculum time

i.e. 36 hours per year at KS1 (50 min a week or RE week/days where 12 hrs of RE taught).

45 hours per year at KS2 (An hour a week or a series of RE days where 45 hours + RE taught).

(Figures taken from Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025)

RE must be identified on the school timetable and/or in curriculum planning.

**\*This does not include time spent in Collective Worship, but may include faith related visits/workshops.**

### **PLANNING RE IN THE CURRICULUM**

Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential. We recognise that maintaining high standards in RE requires both sound subject knowledge by the teacher and also the application of a range of strategies to inform teaching and learning.

At Mickleover Primary School RE will be taught as a separate and clearly identified subject.

### **IMPACT - ASSESSMENT, RECORDING AND REPORTING.**

Pupils should be assessed on a range of areas including knowledge, understanding, skills and attitudes. Assessment informs teacher planning and preparation and pupil learning and attainment. Assessment has a formative and summative function for the teacher, pupil and parent. Assessment should be built in to the medium term schemes of work.



## RE AND INCLUSION

Religious Education at Mickleover Primary School provides appropriate differentiation in order to meet the needs of all pupils regardless of their academic ability.

## SPECIAL NEEDS

RE can make a powerful contribution to the learning of pupils with special educational needs: they can develop an understanding of religious and life issues through discussion, use of artefacts and the creative arts which cannot always be reflected in their written work.

Pupils' experience of difficulties or suffering could lead to a heightened awareness of searching themes in RE.

Pupils with special educational needs may show a more intuitive approach to religion and human experience through questions, insights and gestures. These moments can display leaps of understanding which are at odds with their understanding of other concepts.

## RESPECT FOR RELIGIOUS AND CULTURAL DIVERSITY

The school will ensure that where possible, all faith and cultural traditions and festivals are respected and celebrated within the annual cycle of school life. This is addressed in both infant and junior assemblies where a variety of religious celebrations are discussed.

## EQUAL OPPORTUNITIES

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within Religious Education, regardless of race, gender, ability or Special Educational Needs.

## THE ROLE OF THE RE CO-ORDINATOR

The RE co-ordinator has a responsibility to:

- Provide curriculum leadership across the school
- Manage the financial resources made available for the support of RE
- Monitor and evaluate provision for RE within the school
- Monitor and evaluate standards of RE within the school
- Be informed about appropriate resources for the effective teaching of RE
- Keep up-to-date with local and national developments in RE and to share good practice with colleagues (and pupils) in our school. This is done through regular attendance at RE Network meetings with the Local Authority RE Adviser, reading and sharing appropriate information from LA RE Newsletters and annual SACRE reports, attendance on appropriate training courses
- Be the first point of contact between the school and the wider community with regard to any issues or initiatives involving RE
- Liaise with outside speakers and agencies, e.g. Inspire
- Actively promote effective RE within the school and its community and to keep the profile of RE high within the school

## THE RIGHT OF PARENTAL WITHDRAWAL

This was first granted when religious education was religious *instruction* and carried with it connotations of induction into the Christian faith. RE has been very different to this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School

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Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

### **THE USE OF OUTSIDE SPEAKERS**

All outside speakers are made aware of appropriate school policies and in particular our policy on equal opportunities and Religious Education. Outside speakers are given appropriate support and induction into school routines, procedures and expectations. Outside speakers are given guidelines on how to handle sensitive or controversial questions occasionally asked by pupils. In the event of unknown outside speakers and agencies contacting the school with a view to speaking to children it is our policy to first seek guidance from the local authority. Where ever possible parents/carers are always informed of visiting speakers in advance.

### **VISITS TO LOCAL PLACES OF WORSHIP**

Work in both Key Stages lends itself to visits to local churches and these are to be encouraged. Where possible, visits to other places of worship are encouraged.

### **RE AND COLLECTIVE WORSHIP**

At Mickleover Primary School we do not deliver our RE through acts of Collective Worship. Occasionally resources introduced to pupils in Collective Worship e.g. an outside speaker, a theatre in education performance, a piece of music could later be discussed and developed in the classroom as a stimulus to the RE lesson but this would be an exception and not the rule. Collective Worship does not count towards the recommended 5% curriculum entitlement time (see above).

Collective Worship can be used as an opportunity for pupils to share with a wider audience an experience or achievement that has come out of their RE curriculum e.g. an account of a visit to a place of worship, a re-telling of a festival story, the reading of a prayer etc