

# Park Street C of E Primary School & Nursery



## RE Policy

Version	1.0
Name/Department of originator/author:	Victoria Duxbury
Name/Title of responsible committee/individual:	
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Review frequency:	Four yearly
Target audience:	

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	1/5/2020	Approved by the Headteacher

## Introduction

At Park Street C of E School, children and their families can expect a high quality Religious Education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the Hertfordshire Agreed Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the 'Understanding Christianity' resource, the use of an enquiry approach engages our children with significant theological concepts and the child's own understanding of the world as part of their wider religious literacy. We believe that RE both supports and strengthens our whole school vision and every aspect of school life. Our caring ethos, as well as our school values of love, joy, truth and courage, is fundamental to our RE curriculum and has a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the diverse beliefs, practices and value systems of the range of faiths and world views studied.

## Our Intent

At Park Street C of E School, we recognise Religious Education as a means for helping children to explore the spiritual dimensions of life and to lay the foundations for an understanding of Christianity and other world faiths. It is an integral part of school life and is central to the ethos of our school. As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

## Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects. This means that the RE curriculum:

- enables all our children to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for all our children to understand the role of important texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.

- supports the development of other curriculum areas such as literacy, history, art, PSHE as well as communication and language, including the ability to express thoughts, feelings and personal beliefs.
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all our children.
- ensures that all children’s contributions are valued in RE as they draw on their own experiences and beliefs.

Curriculum balance and time

Our children and families are entitled to expect that dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. This is 10% but no less than 5% in Key Stages 1 and 2. Christianity is the main religion studied in each year group and is at least 50% of RE curriculum time.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage 1, and 45 hours per year at Key Stage 2. (this reflects 5% see above)

The time allocated for teaching RE at Park Street C of E Primary School is:

EYFS	planned within the EYFS Framework	In addition to this time, all our children also participate in whole school RE theme week and days.
Key Stage 1	1 hour per week	
Key Stage 2	1.5 hours per week	

All our leaders, teachers and governors understand that collective worship is not RE and is not considered curriculum time for RE or the teaching of RE.

Planning

A detailed long term plan is available for teachers and other interested people alongside this policy. RE is planned and taught according to Hertfordshire Agreed Syllabus and is supported by ‘Understanding Christianity’. We ensure that the topics and themes studied in RE build upon prior learning. We ensure that the planned progression built into the long term plan offers our children an increasing challenge as they move through the school.

EYFS	Themes emerging from the EYFS Framework Christianity and Hinduism
Key Stage 1	Christianity Judaism and Islam
Lower Key Stage 2	Christianity Islam and Hinduism
Upper Key Stage 2	Christianity Judaism and Buddhism

## Teaching and Learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all our children, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual or philosophical ways of seeing, living and thinking, believing and belonging.

The Hertfordshire Agreed Syllabus programmes of study contribute to children's knowledge and understanding and provide opportunities for reflection on eight key areas:

- Beliefs and practices
- Sources of wisdom
- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Justice and fairness
- Human responsibility and values

Our children experience a range of opportunities to learn and express themselves through an enquiry based style of learning including:

- Exploring and analysing key texts
- Listening to and discussing with the teacher and other children
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and role-play
- Experiencing visits and visitors, within our local and wider community
- Taking part in outdoor learning
- Taking time for reflection

Our RE curriculum seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect and misunderstanding and stereotypes challenged.

## Visits and visitors

We are able to visit places of worship in the immediate locality of Park Street, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Children will have the opportunity to make the following visits during their time at our school.

<b>EYFS</b>	Visit to Holy Trinity Church and Park Street Baptist Church Visitor from the Hindu faith.
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<b>Year 1</b>	Visit to the Synagogue, Radlett Visitor from the Christian faith
<b>Year 2</b>	Visit to the Synagogue, Radlett Visitor from the Muslim faith
<b>Year 3</b>	Visit to the Mosque Visitor from Christian faith
<b>Year 4</b>	Visit to Bhaktivedanta Manor Temple Visit to a Christian place of worship
<b>Year 5</b>	Visit to the Synagogue, Radlett Visitor from the Christian faith
<b>Year 6</b>	Visit to the Amaravati Buddhist Monastery Visitor from the Christian faith

The RE subject leader supports class teachers to organise these educational visits.

### Cross Curricular Links

RE teaching and learning gives our children access to many wider cross-curricular themes and dimensions. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship. It can provide opportunities to explore multicultural and equal opportunities issues as well as those relating to the environment. Problem-solving, decision-making and interpersonal skills can be developed as well as opportunities to develop relationships with people in the local and wider community.

### Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in units of work such as ‘Understanding Christianity’
- Be directly related to the expectations of the Herts Agreed Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school’s marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil’s knowledge and understanding, as well as whole school areas for development.

Parents are informed of the pupil’s effort and attitude to learning in RE at parent consultation meetings and in the end of year report written by the class teacher. The report is given to the pupil’s parents and a copy is kept with the pupil’s records.

### Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts

- Consume food
- Visit places of worship

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

### Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

### Staff training and CPD

All staff have access to RE CPD, this is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

### Resources

We have a range of resources, to support our RE teaching, that we continue to develop. RE will be funded to enable a range of resources for different religions to be purchased, such as books for teachers, pupils and the library; posters and artefacts. The school makes use of guidance material produced by the SACRE / Diocese. Funding also allows, where possible, visits to different places of worship and provide INSET for staff. Resource banks are available for both staff and pupils on all major religions and world views as appropriate.

### Legal Requirements

Religious Education must be provided for all registered pupils in full time education

except those withdrawn at their parents' request. (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*) The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes. We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Head teacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

#### Pupils who are withdrawn from Religious Education

Once the parents have spoken with the Head teacher and put their request in writing, it is expected that the parents will explain to their child why they have chosen to withdraw them from lessons.

The school expectation is that pupils, those remaining in the lesson and those being withdrawn, will remain respectful to one another and this will be supported through teacher/class discussion, if needed, and our Behaviour Policy.

The teacher will provide alternative work for the duration of the lesson; something that will support other subject areas.

Pupils will work in an alternative classroom, preferably their Key Stage partner: EYFS; KS1: Lower KS2: Upper KS2. If this is not possible, the child will work with in a classroom with a Senior Lead Teacher.