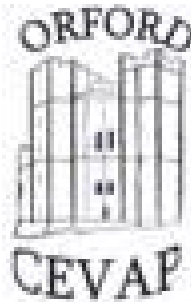


# Orford CEVA Primary School

## RE Policy



**“Whoever is faithful in little is also faithful in much”  
Luke 16:10**

As a Christian school we endeavour and encourage everyone to believe that in joining together our individual skills, actions, thoughts and experiences, we can achieve our mission to sow faith, grow learning and inspire futures.

Adopted: Nov 2018

Approved by Governors:

Review date: Nov 2020

Linked Policies:  
Collective Worship Policy  
Equality Policy

## **Aims**

The aims of RE at Orford CEVA Primary School

Following the guidance in the RE Statement of Entitlement, we agree that the aim of RE in church schools should help 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
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- engage with challenging questions of meaning and purpose raised by human existence and experience
- 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
- explore their own religious, spiritual and philosophical ways living, believing and thinking

The Suffolk Agreed Syllabus gives details of the importance of RE in the curriculum, as seen from a national perspective. The syllabus is built around two Attainment Targets: 'learning about religion' and 'learning from religion' (p.g 19).

## **Teaching and Learning**

RE Our policy is to provide all pupils from Reception to Year 6 with a weekly 1 hour session of RE. For reception pupils, sometimes it may be appropriate for them to access continuous provision for part for the hour, but activities available will be linked to the RE lesson's theme/main line of enquiry.

Each half term, one teaching session is dedicated to children reflecting on, and learning about, our current value.

Additionally, children have daily collective worship time, sometimes providing supplement information or a starting point for curricular work.

The Emmanuel Project based on the Suffolk Agreed Syllabus sets out programmes of study for each key stage, beginning with a focus statement summarising what RE will look like at that key stage:

- During the foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting

places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

- Throughout KS1 pupils investigate Christianity and are introduced to 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 beliefs for some children and their families. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.
- Throughout KS2 pupils learn about Christianity and other religions and world views, recognizing the impact of religion and belief both locally and globally. They make connections between differing aspects of religion and consider 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 the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and in valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in religious education.

The Emmanuel Programmes of study in the syllabus develop continuity and progression in RE. In each unit of work the requirements for 'learning about religion' and 'learning from religion' for the specific key stage are written in more detail, which teachers use to assess learning. The scheme of work explains which religions and lines of enquiry should be covered in which year group – the Long Term Plan available from the subject leader will show the cycle of which units will be studied in which classes.

Each unit of work in each class is recorded in scrapbooks. Work, reflections, questions and responses from all children are recorded in the scrapbook and older pupils are expected to take more responsibility for compiling the work in scrapbooks. Any work which is not used here will be recorded in a pupil's individual RE book, which they take through school with them.

### **Equal Opportunities**

Please see our equal opportunities policy.

### **Assessment, recording and reporting**

We do not assess degrees of spirituality but instead pupils' knowledge, skills and understanding and we believe it is important that their progress is acknowledged, just as in any other subject. We report annually on pupils' progress and attainment in religious education to parents in the end of year report. Teachers assess two attainment targets per unit (1 'learning from' religion and 1 'learning about' religion) and ensure coverage of all attainment targets at least twice across the academic year. Using this assessment, and work recorded in scrapbooks, teachers submit national curriculum levels for each child termly to the subject leader and Head Teacher who monitor and track attainment and progress.

### **Monitoring, evaluation and review**

The subject leader's role includes monitoring and evaluation of this policy in practice and, in particular, monitoring of teaching and learning in the classroom. The Head Teacher, RE governors and members of the Diocese Education board observe lessons, interview pupils and visit classrooms to see children's work regularly.

### **Professional development for staff**

The school is committed to ensuring all staff are well equipped to teach RE and the subject leader has created a crib sheet for all staff on how to use the Emmanuel Project to teach and assess RE. Any new members of staff, or staff who teach RE intermittently will receive updated training.

The RE co-ordinator keeps up to date with local network meetings and useful updates, web-based resources and newsletters are shared with staff. The school will endeavour to meet any requests for extra training.

### **Contribution to spiritual, moral, social, cultural development**

As a Church of England school, a vast majority of our SMSC development lies within our Values for Life work. However, RE should play a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way (SPIRITUAL)
- providing a forum for pupils to develop and evaluate their own beliefs and moral values and to examine the beliefs and values others have chosen to live by (MORAL)
- encouraging interest in and understanding of other people, relationships with others, respect for those with different lifestyles and beliefs, and developing a sense of 'community' (SOCIAL)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other

cultural and religious expressions in British society, evaluating the riches that diversity offers (CULTURAL)

### **Provision for withdrawal from religious education**

Parents may ask for their child to be totally or partially withdrawn from religious education in accordance with the Education Act 1944, sections 25(4) and 30 (re-enacted in 1988). Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. The school website advises parents of the current provision for religious education. They are asked to contact the Head Teacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative religious education or supervision made.

### **RE and its relationship to Collective worship**

RE and collective worship are distinct. RE is a core subject and part of the school curriculum. Collective Worship occurs daily and at Orford CEVA Primary School, stories from the Bible, Christian and other traditions are told and enjoyed; festival days and celebrations of other religions are also explored, and we enjoy worship led by members of religious communities. These complement and bring depth to parts of our RE programme. Please see the Collective Worship policy for more detail.

### **Role of Subject Leader**

The RE Subject Leader is responsible for:

- Providing and monitoring a scheme of work for the school
- Supporting colleagues in the detailed planning, delivery and assessment of RE provision
- Ensuring Religious Education has status within the school
- Keeping in touch with subject developments and attending network meetings
- Auditing and recording current resources, supplementing resource provision when money is available and passing on this information to staff
- Undertaking personal development and subject training and ensuring provision for staff INSET
- Monitoring RE provision, practice and outcomes
- Meeting with members of the Diocesan Education board when possible