



MICKLEOVER PRIMARY SCHOOL

Name of Policy: RE

Date of Policy: March 2019

Member of Staff responsible: J Ruddle

Review date: March 2022

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

DEFINITION

The place of Religious Education at **Mickleover Primary School** is to develop children's knowledge and understanding of their world and their lives through the insights and experiences of faith traditions.

[See the Introduction in 'All our Worlds', page1-3]

AIMS

The aims of RE in our school are:

- To promote the spiritual, moral, cultural, mental and physical development of all pupils.
- To identify and respond to questions of meaning within religions.
- To explain similarities and differences between and within religions.
- To give value to shared areas of human experience.
- To reflect on what might be learnt from religions in evaluating personal beliefs and life experiences.
- To develop skills of dialogue with those whose insights may be different to our own,
[See 'All our Worlds', page 1-3]

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.
- SEAL (Social and Emotional Aspects of Learning) to address issues from Every Child Matters.
- 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.



(See reference to many of the above aspects on the RE and PSHE websites www.derby.gov/edu_re and www.derby.gov.uk/primarypshe or www.derby.gov.uk/secondarypshe)

Content selection

In selecting content to teach colleagues should be mindful of:

1. The legal requirement that “syllabuses shall reflect the fact that the religious traditions in GB are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in GB.” (1988 ERA)
2. The need to have a balance in all schemes of work between explicit RE (i.e. AT1 ‘Teaching about’) and implicit RE (i.e. AT2, ‘Teaching from’)

Knowledge and understanding of religious beliefs and practices.

Knowledge and understanding of religious practices and lifestyles.

Knowledge and understanding of ways of expressing meaning.

Skills of asking and responding to questions of identity and the significance of personal experience.

Skills of asking and responding to questions of meaning and purpose.

Skills of asking and responding to questions of value and commitment.

[See ‘All Our Worlds’ pages 4-10]

3. The need to teach the statutory ‘Core Content’ at each key stage as described in the Derby City Agreed Syllabus for Religious Education 2015-2020

At Mickleover Primary School children are taught the principles of a range of faiths and religions across KS1 and KS2, with Christianity being taught in each year group.

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 Derby City Agreed Syllabus for Religious Education 2015-2020)

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 either:

- a separate and clearly identified subject on the curriculum or

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- a module within an integrated Humanities curriculum
- RE themed day, or week of study.

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.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The RE and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within RE are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff and the Gifted and Talented co-ordinator to give extra guidance where appropriate.

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. [See 'All Our Worlds' pages 185 -198]

RESPECT FOR RELIGIOUS AND CULTURAL DIVERSITY

The school follows the guidance provided to all schools in Derby City in the 'Managing Cultural Diversity guide' (2000). 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. The Open Centre, Ofsted, 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

Parents retain the right to withdraw their children from Religious Education under the 1988 Education Reform Act. This right is made clear in our school prospectus to parents/carers. The school will actively seek to persuade parents against withdrawing their child from RE in such cases where the reason for doing so is not thought to be based on sincerely held religious conviction. In all cases the Headteacher will wish to discuss with the parent(s) the implications of their request. All requests to withdraw a child from Religious Education must be in writing and made available to the school Governors.

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 {see 'All Our Worlds' pages 9 –11}. 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 THE OPEN CENTRE AND DERBY CATHEDRAL

At Mickleover Primary School we aim to provide an entitlement for all pupils to visit either The Open centre and/or Derby Cathedral.

Work in both Key Stages lends itself to visits to local churches and these are to be 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