



# RE POLICY

**This Policy was developed by  
Coventry City Council and  
adopted by the  
Governing Body as a school policy  
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## **RE POLICY**

### **Aims and Objectives:**

#### **Religious Education (RE):**

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews 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.

At Pearl Hyde Primary School, we develop the children's knowledge and understanding of the major world faiths, examining and reflecting upon the faiths of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism and also looking at secular views of the world. We also address the fundamental questions in life, such as, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity, but also of other world religions and give them the opportunity to reflect on their own spiritual knowledge and understanding. We help the children learn from faith as well as learning about religious traditions.

#### **The aims of Religious Education are to help children:**

- Contribute dynamically to children and young person's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- To learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- To learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Develop an understanding of different religious traditions and to appreciate the cultural difference in Britain today.
- To equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, attitudes and identities.
- To develop in pupils an aptitude for dialogue, so that they can participate positively in our society, with its diverse religions and worldviews, whilst actively promoting values and British values.

#### **The Legal Position of Religious Education :**

All children at Pearl Hyde Primary School are entitled to receive a programme of teaching and learning in Religious Education in line with the Coventry agreed syllabus. This conforms to the requirements of the 1988 Education Reform Act (ERA) which states that an agreed syllabus should:

"reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions represented in Great Britain."

The ERA stipulates that RE is compulsory for all children. However, it also states that parents may withdraw their child from Religious Education classes if they so wish, but only after the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

#### **Time allocation:**

Key Stage One – 36 hours per year

Key Stage Two – 45 hours per year

### **Teaching and Learning:**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions;

- We use their experiences at religious festivals such as Easter or Diwali etc or of religious texts and stories to develop their religious thinking.
- We organise visits to local places of worship and invite representatives of local religious groups to come into school to talk to the children.
- Children take part in role play, including looking at food, dress and music involved in a range of religious traditions.
- Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as, rites of passage or festivals. Children discuss religious and moral issues and work individually or in groups. Sometimes they may prepare presentations to be shared with other members of the school.
- Children use artefacts, posters and videos to stimulate discussion or artwork to express their ideas.

We recognise that all classes in our school have children of widely differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways;

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where necessary.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity, adapted to the ability of the child.
- Using teaching assistants to support the work of individuals or groups of children.

### **Curriculum Planning in Religious Education:**

Pearl Hyde Primary School follows the Coventry Agreed Syllabus for Religious Education 2017 and uses the primary schemes of work as recommended by the Coventry Agreed Syllabus. The RE syllabus for Coventry breaks down the syllabus into a series of questions, which each unit focuses upon. The questions range and build upon the prior knowledge of the children, ranging from "Which stories are special and why?" In EYFS, to "Why do some people believe God exists?", in Upper KS2. The beliefs and worldviews of the faiths and worldviews listed above underpin each question which is examined throughout the lessons.

Long term planning and progression of skills are incorporated within the schemes of work recommended by the Coventry Agreed Syllabus and will be monitored by the Religious Education Coordinator. The RE Coordinator has arranged a LTP for the syllabus across all phases of the school, from EYFS to Upper KS2. The syllabus has been arranged in a two-year cycle, with each question assigned to a half term.

### **Contribution of Religious Education to the teaching of other subjects:**

English – RE contributes significantly to the teaching of English at Pearl Hyde Primary School by actively promoting the skills reading, writing, speaking and listening.

Computing– We use Computing where appropriate in RE. The children find, select and analyse information using the internet and CD-ROMS. They also use Computing to review, modify and evaluate their work to improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship – Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. For

example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development – Through teaching RE in school we offer opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and in so doing, they develop their knowledge and understanding of the cultural context of their own lives. Being able to explore issues of religious faith and values and knowing the difference between right and wrong, will help to promote British values throughout each phase.

### **Equal Opportunities and Inclusion:**

Children with Special Educational Needs – At Pearl Hyde Primary School we teach RE to children of all abilities. When teaching RE we ensure that we provide learning opportunities matched to the needs of all children, taking into account the targets set for individual children on provision maps.

Religious Education at Pearl Hyde Primary School provides opportunities for all children, regardless of gender, race, disability, academic ability or social background. We aim to provide a broad and balance curriculum for all our children.

### **Assessment and Recording:**

Recording in RE can take a number of forms, this might be reflective diaries, artwork, written work or discussion etc. Teachers assess the children's work by making informal judgements once a piece of work has been completed and may evaluate lessons on their planning after teaching.

The RE co-ordinator keeps samples of the children's work and examples of annotated planning in a portfolio. This demonstrates what the expected level of achievement is in RE for each year group in school.

### **Resources:**

Resources for RE are kept in in the resources draws outside the Year 5/6 classroom, opposite the serving hatch. Boxes are labelled according to religious tradition and contain artefacts and information to teach the schemes of work. There are also a selection of posters, dvds and books available to be used. The school library has a good range of RE topic books and the school computer system supports the children's individual research learning.

The school has purchased resources from SACRE, the local body which authored the Coventry RE syllabus. The resources purchased are a large set of lesson ideas and guides for each module, which are on the Teachers drive on the Pearl Hyde online network, which the teaching staff have been made aware of. The folder is titled "RE Syllabus 2017 – 2022". If addition resources are required, then staff will inform the RE co-ordinator of any resources that may be needed.

### **Monitoring and Review:**

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The RE co-ordinator also monitors the strengths and weaknesses in the subject and indicates areas for further improvement as and when necessary.