



Multi Academy Trust

Religious Education Policy

White Cliffs Primary College for the Arts

Policy reviewed and ratified:	December 2018
Policy review date:	December 2020

Rationale:

At White Cliffs Primary College for the Arts we promote the spiritual, moral and cultural development of all pupils, through a comprehensive scheme of work delivered in an engaging manner.

The Religious Education syllabus used at White Cliffs Primary College for the Arts is the *Kent Agreed Syllabus for RE 2017-2022*.

Parents/carers do have the right to withdraw their child from RE. Where parents/carers are wishing to exercise this right, parents should first meet with their child's class teacher and the Director of RE to discuss their concerns. If the matter cannot be resolved, parents/carers need to apply to the Principal in writing to withdraw their child from RE lessons. The Principal will arrange for the child(ren) to be supervised or engaged in another activity during this time.

School Context:

RE is taught by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. The expansion of the College has resulted in a wider range of religious, ethnic and cultural backgrounds being represented. However, on admission to the college the majority of parents/carers record their child(ren) as Christian.

Aims:

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils gain an understanding of some religions throughout the world, its influence on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils spiritual, moral, social and cultural development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- To develop knowledge and understanding of major world religions.

Principles of Teaching, Learning and Inclusion:

Early Years:

In Reception RE is taught in the context of the Early Years Foundation Stage Framework which underpins the curriculum planning for children up to the age of five. This should include EYFS Programmes of Study.

Differentiation

The study of RE is planned using the Kent Agreed Syllabus for RE 2017-2022. This gives pupils a suitable range of differentiated activities appropriate to their age and abilities. Teacher judgement can be used to set tasks which challenge all pupils, including those with Special Educational Needs and Disabilities, and the academically more able.

Equal Opportunities:

Curriculum planning ensures that all pupils have an equal opportunity to take part in the full scheme of work and its associated activities regardless of gender, cultural background or existing religious beliefs.

Gender stereotypes are challenged when they arise and the context in which RE is taught is monitored to ensure the interests of all pupils are maintained.

Contexts used in teaching will also be sensitive to different ethnic backgrounds. Gender and cultural differences will be reflected positively in the teaching materials used.

Breadth and Balance:

We ensure that all staff have a clear idea of the concepts and skills to be taught.

Health and Safety:

All teachers, support staff volunteers and visitors should ensure their awareness of the school's health and safety procedures.

Lessons should be conducted in a disciplined manner. Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith.

Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship. Staff must ensure that they do all they can to assure parents/carers and encourage pupil participation.

The School has a Health and Safety Policy which all staff are aware of and should follow at all times.

Pupils are involved in a variety of structured activities which include:

- Activities to develop good understanding of the views of others, even if they differ from their own.
- Open ended reflections.
- The organised study of religions which may differ to those they have personal experiences of.
- The consideration of what religion means to them and others.
- Opportunities to discuss what they have learnt and link it to their own personal life experiences.

Wherever possible RE work is related to the real world and everyday examples are used.

Key Skills:

English

Religious vocabulary relevant to the topic is displayed on classroom walls where appropriate and pupils are encouraged to use this in context and with understanding.

Additionally, we use writing frames to support pupils' work and give opportunities for writing in several different styles. We encourage the use of religious texts, fiction and non – fiction books, stories, online resources and poetry.

ICT

We give pupils opportunities to use ICT to record their work and share their experiences. We give them the chance to obtain information using the Internet and other databases. Pupils are encouraged to use interactive software to record religious and their own experiences.

Continuity and Progression

Pupils in Early Years and Key Stage 1 are introduced to RE through focused questioning and explorations of the world around them. These are further developed through more abstract questioning and into more independent work and thought at Key Stage 2.

The knowledge and content prescribed in the Kent Agreed Syllabus for RE 2017-2022 is introduced throughout both key stages in a progressive and coherent way.

Assessment, Recording and Reporting:

Assessment

Assessment opportunities are identified within the programmes of study. Pupil progress is judged against the expectations within the school's assessment tool and the learning outcomes laid out in the programmes of study. Termly learning ladders are in place in Key Stage 1 and 2 and clearly show children's targets for learning for that term's work. Children are able to self-assess their own knowledge and teachers track RE skills and learning throughout the term using the school's PASS-sheet for RE.

Assessment for Learning

We ensure that pupils understand what is required of them and what they need to do to improve. Targets are shared at the beginnings of lessons and reinforced at appropriate intervals.

Curriculum Leadership:

Planning and Developing the Subject

The Director of Religious Education provides professional leadership and management for RE and ensures that it is managed and organised so that it meets the aims and objectives of the College.

An annual review of the programmes of study ensures the requirements of the teaching of RE within the school are met. Personal development of staff and training needs are discussed.

Teaching and Learning

The Director of Religious Education monitors teaching and learning within the subject and initiates reviews of the programmes of study and any changes to legislation and policy.

Resources

The Director of Religious Education manages the resources for RE and maintains the stock to meet the needs of the scheme of work.

Staffing

All teaching staff cover the appropriate part of the RE syllabus for their teaching group. Where individuals identify a training need the Director of Religious Education provides or signposts the appropriate support.

Monitoring and Evaluation

The Director of Religious Education monitors classroom teaching in all year groups as part of the College monitoring programme.

RE is evaluated annually. This forms the basis of an action plan which will then inform the College Self - Evaluation and Establishment Development (SEED) Plan.

Spiritual, Moral, Social and Cultural Development:

Citizenship

RE provides the opportunities to develop informed attitudes to many topical issues. By doing so, young people in the College begin to develop mature, responsible opinions and values.

In RE, opportunities are taken to discuss aspects of diversity with the aim of developing responsible attitudes to the beliefs of others, tolerance, freedom of speech and thought etc. Pupils also have the chance to express themselves in a safe and respectful environment.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background, special educational need or disability. RE enables all pupils to develop a balanced view of the multicultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers remain mindful of the British Values Policy and the 'Channel Guidance' (as part of the government's Prevent Strategy).