



Hurstbourne Tarrant CE Primary School

*'Love of Learning, Love of Life'*

Our School Christian Values = REACH

R=espect    E=ffort    A=im High    C=are and love    H=onesty

## RE Policy

Headteacher Signature:	Date: November 2022
Chair of Governors Signature:	Date: November 2022
Date for renewal: September 2024	

### Our School's Christian Vision

*Through our Christian values of Respect, Honesty, Care and Love, we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.*

### Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

**Legal Requirement:**

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. In this school this means the Agreed Syllabus "Living Difference IV" will be taught with "Understanding Christianity" being used to enhance the curriculum. Living Difference confirms our commitment to an education that values religious and cultural diversity. It seeks to empower our pupils and address their responsibilities within the communities we serve. It is intended to provide the basis of effective teaching and learning in religious education and, as a result, enhance understanding and collaboration across the diversity of belief and practice within our local communities and the wider world. Understanding Christianity focuses on core concepts that aim to see pupils leave school with a coherent understanding of Christian belief and practice, as part of a wider religious, theological and cultural literacy.

Religious Education at Hurstbourne Tarrant CE Primary School is firmly rooted in the basic tenets of Christianity although we ensure children gain an understanding of Judaism in KS1, Hinduism and Islam in KS2. Whilst the diocesan guidelines for religious education are incorporated into the schemes of work, our approach is ecumenical and children of all faiths and no faith are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences.

**Rationale:**

Religious Education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities. Indoctrination and conversion are **not** part of the educational process. Religious education is a subject in its own right, taught within an educational framework.

**Aims:**

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate questions';
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;

- To maintain close links with local churches and other religious communities;
- To learn **from** religions in addition to gaining knowledge and understanding **about** religions.

### **Teaching Strategies:**

- Planning is based around generic and some religion specific concepts such as pilgrimage, symbolism and resurrection. Links to Literacy and other foundation subjects will be made where appropriate.
- A variety of resources to be used, including books, artefacts, posters, YouTube clips, photos and people from local faith traditions.
- The opportunity to respond to material in a variety of ways. This may be through: poems, stories, speaking and listening activities, recounts, reports on visits, art work, drama, discussions and displays.
- 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, for example, by:
  - setting common tasks which are open-ended and can have a variety of responses;
  - grouping the children by ability in the room and setting different tasks for each ability group;
  - providing resources of different complexity, adapted to the ability of the child;
  - providing resources that aid writing and reading skills in order to respond appropriately;
  - using classroom assistants where appropriate to support the work of individuals or groups of children.

### **Practice:**

We recognise the important contribution that the teaching of RE makes to the development of children's spiritual, moral, cultural and social education.

### **Planning:**

A long term over view of the RE curriculum provides a two-year rolling cycle, to ensure continuity and progression. Medium term plans from Living Difference and Understanding Christianity have been produced for each unit of work.

### **Responsibilities:**

It is the responsibility of each class teacher to ensure that the agreed RE curriculum is delivered in their classroom. It is the responsibility of the RE co-ordinator to ensure that the RE curriculum is effectively planned, assessed and resourced.

**Role of the RE co-ordinator:**

S/he should:

- Seek to enthuse pupils and staff about RE and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of RE
- Manage and develop resources for RE
- Monitor and evaluate RE throughout the school.
- Keep up to date with current developments by attending courses, liaising with colleagues across from other schools within the diocese, and use this as a basis for staff development activities.
- To ensure all staff teach RE according to the planning and within the identified time allocation.

**Schemes of Work:**

The Schemes of Work for RE follow the strategy of delivery through the study of concepts. In early years, a religious education theme is planned as an integral part of the school life and curriculum. In Key Stage 1 and 2 pupils follow the LEA schemes of work as well as the Understanding Christianity syllabus and these are adapted to suit the ability and aptitude of the pupils. At least 66% of the RE Curriculum focuses on Christianity. KS1 pupils also learn about Judaism. Hinduism is covered in lower Key Stage 2 and Islam in upper Key Stage 2.

**Assessment:**

Teachers will formatively assess through observations, written work and dialogue with children. They will assess the children using the agreed assessment framework for RE. Recording of children's attainment will take place at the end of each unit of work. This can be found in the Children's RE books. Children's attainment in RE will be reported to parents as part of the annual written report.

**Reference to other policies:**

This policy should be read in conjunction with the school's policies on; equal opportunities, special educational needs, health and safety, learning and teaching, curriculum and behaviour management.

**Right of Withdrawal:**

All parents are informed in the school prospectus of their right to withdraw their children from RE lesson. If parents do wish to withdraw their child from RE lessons, they must inform the school in person and confirm in writing.

