



Abbey Hulton Primary School

Religious Education Policy: 2019-2020

This policy outlines the purpose and management of Religious Education taught in Abbey Hulton Primary School.

Purpose of Study

Religious education will be taught in Abbey Hulton Primary School using the RE Today agreed syllabus for Stoke on Trent. This syllabus and subject promotes spiritual, social, moral, cultural, emotional and physical development. Children will develop an understanding of different cultures, religions, sacred spaces and celebrations. Religious education is designed to promote children's ability to form their own views and opinions to express how they are feeling. Children begin to agree and disagree in a controlled and structured environment. By the end of their time in school children should be able to clearly explain their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Teaching and Learning Style

RE is taught weekly as a mandatory subject after the core subjects. RE subject leader takes a log every term of who teaches RE and when during the week. This is to ensure that children are exposed to high quality RE teaching by their class teacher regularly. Long term plans for each year group have been created along with an assessment grid. Each unit begins with a question which will be investigated in various ways throughout the term exploring different aspects. Children experience the RE curriculum through discussion, circle time, artefacts in classrooms, speakers from local church links and religious visits to sacred spaces etc. Children are provided with the opportunity to share their own beliefs and experiences related to RE. Through this style of teaching it shows children that we all have different beliefs and this is acceptable, not all of us are the same. This helps to develop children's mind set and emotional and personal development. As a school, we have many links to online resources as set up by the RE subject lead. Every teacher has been supplied with their specific curriculum aims and planning as set out by the local authority syllabus. This is to ensure that all teaching staff have a copy to hand in their classroom as well as on the shared server. This file can also be used to store notes/ photographs of circle time and discussion.

ICT is provided when appropriate to teach RE. This is used for researching religions, sacred spaces and capturing special moments (EYFS framework).

Inclusion

Religious Education is a subject that supports inclusion. Children can express themselves through discussion and exploring other beliefs, cultures, views and opinions. RE is adaptable to every class offering children the opportunity to learn in discussion/circle time settings, role play, researching and recording or physically via local walks or guest speakers. Class teachers ensure that planning is differentiated and meets all needs of the pupils in their class and deploying support staff where needed.

Children will take part in the celebration of a variety of faiths and cultures following our school 'Faith and Culture Calendar'. Children will take part in celebrations of dance, artwork, cooking, songs and reflection.

Assessment

As mentioned above, assessment grids have been created regarding the units taught and the curriculum aims. As there is no set curriculum from the Department for Education an assessment grid has been created using the aims for the selected syllabus. Assessment has been carried out through book scans by subject lead, assessment from marking, and learning walks/ drop ins to focus on the quality of teaching and learning.

Resources

Resources audits are taken termly to track resources. Children have been taught to respect resources in class such as religious artefacts, books, table cloths etc. RE resources are in the resource room of the main building in a named box. Online resources can be accessed using a specific pin number from the subject leader.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring and review

The monitoring of Religious Education is the responsibility of the topic curriculum leader, in line with the school's monitoring cycle.

Documentation of monitoring is collated by the curriculum leader and given to the Head Teacher.

Annually the curriculum leader presents a review to curriculum governors evaluating the subject area and indicating areas for future improvement.

Action plans are updated termly, book scans are completed termly as are learning walks, drop ins and staff meeting updates. All paper work is kept in the Religious Education subject leader file.

This policy will be reviewed at least every two years.