

Wilkinson Primary School

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RE Policy –

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Introduction:

This policy expresses the school's purpose for the teaching and learning of Religious Education. It sets out our intention; the implementation of the curriculum, and assessment and monitoring based on the implementation of The Locally Agreed Syllabus which conforms to the guidelines outlined by SACRE.

Written by:	Miss J Dugmore
Date written:	October 2023
Approved (governors) on	
Review Date	October 2025

Context

We value Religious Education at Wilkinson Primary School and believe that the teaching of RE strongly supports our core value in 'Showing Pride and respect in all that we do'. Pupils that attend our school will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

INTENT

Religious Education at Wilkinson seeks to contribute dynamically to our pupils' education by provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils will learn about and understand a range of religions and worldviews, including different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

Through our RE teaching we seek to develop these skills; investigation, reflection, expression, empathy and the application skills with the intent that children will use RE learning in new situations; enabling them to make their own associations and connections between religions and individual community, national and international life. They will also be able to identify and apply judgements about key religious values and their connections with secular values.

IMPLEMENTATION

* **Foundation Stage:** Religious Education in the Early Years is taught through all aspects of the Early Years Foundation Stage framework, particularly Personal, Social and Emotional Development and Knowledge and Understanding of the World. Learning should be play based, first hand experiences which promote exploration and enquiry in the indoor and outdoor environment.

* **Key Stages 1 and 2:** The programmes of study, supported by The Wolverhampton Agreed Syllabus, provides 34 primary and 18 secondary units of work from which to teach. The use of over 220 different learning activities which are progressed ways, specifying the outcomes to which the learning is intended to lead in progressed steps. The spiral model of progression means pupils will return to key concepts in relation to different religions, building their knowledge in a well-structured sequence.

The syllabus and its complete programme of study enables pupils to build upon their skills in studying religions and worldviews from the ages of 4-19. Pupils make progress at different rates, but the syllabus scaffolds the skills they need to acquire, practice and deploy with care and coherence.

The skills of 4-7 year olds develop towards being able to tell stories, suggest meanings, ask questions, give opinions and collect ideas.

The skills of 7-11 year olds develop towards being able to understand and connect different ideas, express their own ideas thoughtfully and apply ideas about religions and worldviews thoughtfully for themselves.

Assessment and Record Keeping

The pupils will be assessed at the end of each topic. Teachers will identify children who have reached the expected outcome for that topic and those that have exceeded it or are still emerging in some concepts. This information is kept by the class teacher and a copy is given to the subject co-ordinator.

Cross-Curricular Connections

English

Reading and writing are essential for the process of finding out and communicating and understanding of RE. Drama, discussion and role-play are aspects of the programme of study for speaking and listening and are important ways for children to develop their understanding of Religious Education.

ICT

There are many opportunities for the use of ICT which will enhance children's learning of RE. ICT supports the Teaching and Learning by using a variety of software for use on the interactive white boards, cameras and DVDs. The use of ICT can help children's learning in RE by providing children with visual experiences, interactive stories, video clips of different cultures and events, games and activities. Where there are opportunities for links with other subjects, these are made explicit. Opportunities to contribute to other curriculum areas, for example PSHE, world of work are also highlighted.

Celebration of Success

It is important that children's success in RE is acknowledged and celebrated appropriately. This will be done through displays throughout the school, assemblies, celebrations and seasonal performances.

SEN and Differentiation

Teachers should decide:

- how material should be adapted to meet the needs of the children in their class, particularly if they are not attaining levels broadly appropriate for their age.
- whether the Learning Objective meets the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed.
- which teaching activities need to be adapted to ensure children with special educational needs of all kinds may participate fully and demonstrate their achievements.

Equal Opportunities

In RE it is important that teachers should plan work that offers equal opportunity in respect of gender, race and ability. Teachers when using this scheme may find that there are parts they wish to modify and adapt for the children in their class.

* More able children

Teachers should decide how the activities should be adapted or expanded to meet the needs of any more able, gifted or talented children in the year group. They should also decide whether units should be expanded or aspects emphasised when opportunities arise with particular children/classes.

* Gender

Teachers should ensure that RE is promoted to both sexes, and that the materials used are attractive and appropriate for all children.

* Multicultural Themes

Multi-cultural themes are often encountered in RE, which affords opportunities to promote understanding. Children should be encouraged to develop:

- an interest in people and places beyond their immediate experience.
- an awareness of cultural and ethnic diversity within our society, while recognising the similarity of activities, interests and aspirations of different people.
- tolerance towards people who hold different values and beliefs.

Financial Commitment

The financial commitment for RE will differ each year, details of which will be found in the School Development Plan. However, in order for staff to deliver the RE Curriculum effectively, the following financial commitment is envisaged £250.

Health & Safety

Children may be offered the opportunity to visit local places of worship to support their learning. These visits may be within walking distance or may require the use of minibuses or coaches. The appropriate risk assessment must be carried out before the visit to ensure the children's safety at all times during the visit. All children must have written parental consent to participate in school visits. Teachers may wish to consider the extent to which first-hand experience is available to classes in the light of their response to the following questions:

- What safety aspects are involved in the visit?

- Has a risk assessment been completed that complies to the school policy?
- Has the teacher undertaken a preliminary visit prior to the children's visit?
- Is a visit/visitor appropriate?
- Are there sufficient adults to supervise the children?

Work in the classroom

Some artefacts used in RE may be fragile or have sharp surfaces. Care must be taken and appropriate supervision in place when using these artefacts.

Work at Home

There are many opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time, sometimes with parental involvement. Suitable tasks to set include:

- finding out more about the topic, using a variety of sources.
- asking children to apply the new ideas they encounter to their own life experience.
- collecting data and information.
- Opportunities to practise some of the skills of investigative work, eg thinking about questions to ask about a topic and ways of finding out the answers.
- reading widely.
- completing practical activities.

Role of the Coordinator

The role of the RE co-ordinator is to:

- Co-ordinate the teaching of RE in the school.
- Monitor the use of the policy and scheme of work.
- Ensure continuity and progression of teaching and learning throughout the school.
- To meet with SMT to discuss teaching and new ideas.
- Arrange in-service support, advice and assistance to staff.
- To order and maintain resources for use in each year group.
- To provide information for the SDP annually and review twice each year.
- To support staff and inform them of developments in RE.
- Liaise with other Co-ordinators, when necessary.
- Update Governors termly.

Parental Involvement

Parents are encouraged to support their children's learning at home and, where possible, are invited to share the children's performances and celebrations. Parents are also encouraged to come into school to share elements of their culture and faith linked to the curriculum.

Review:

- This policy will be reviewed annually by the Religious Education subject leader and leadership team and shared with the school community.



RE Policy

Name of Co-Ordinator: Miss J Dugmore

Date: October 2023.

Date of review: October 2025.

Show Pride and Respect in all that we do