



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

RE Policy

To be read in conjunction with the Creative Curriculum Statement and the Remote Learning Policy.



This policy outlines the purpose, nature and management of the R.E taught and learnt in our school. It has been adopted by the staff of Park Brow Primary School. This policy outlines the guiding principles by which this school will implement R.E in the National Curriculum. It is reviewed periodically.

Intent

At Park Brow Primary School we believe that Religious Education is concerned to enable pupils to become aware of religious aspects of life and to give them some knowledge and understanding of Christianity and the other major world faiths. The content is concerned with the beliefs and religious practices of people and what these can mean for these people as they live out their lives. It aims to develop skills and some understanding of religious ideas. Religious Education is also concerned with the search for meaning and purpose in life by both believers and by the pupils themselves. We help the children learn from religions as well as about religions.

Curriculum Aims

- Underpinned by clear aims, values and purpose
- Develops the whole person - knowledge, skills, understanding and attitudes
- Broad, balanced and has clear progression in subject knowledge and skills
- Filled with rich first-hand purposeful experiences
- Flexible and responsive to individual needs and interests
- Embeds the principle of sustainability
- Has an eye on the future and the needs of future citizens
- Encourages the use of environments and expertise beyond the classroom
- Makes meaningful links between areas of knowledge across the curriculum and the major issues of our timetable
- Has a local, national and international dimension
- Considers Time, Place, space, people and technology

Aims

- At Park Brow Primary School we aim to:
- develop pupils' awareness of the religious aspects of life.

- give pupils knowledge and understanding of the major world religions.
- help pupils recognise people behave in certain ways because of the beliefs they hold.
- allow them to explore their own feelings, experiences and emotions as they explore some of the puzzling questions of life.
- encourage pupils to have respect for others with different beliefs, practices and ways of living.
- Encourage pupils to be aware of and have an understanding of British values

The legal position of Religious Education

Our school curriculum for RE meets the requirements of the Education Act (1996), the School Standards and Framework Act (1998) and the Education Act (2002) These require that religious education is taught to all children, including those in reception classes who are less than five years old. However parents are allowed to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the headteacher and school governors. If a child is not to participate in the lesson he/ she will go to a parallel class where RE is not being taught. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on The Knowsley Agreed Syllabus, The Wirral Scheme, and is delivered through the Discovery R.E scheme which meets all the requirements set out in that document.

Learning and Teaching:

- The contribution religious education makes to pupils' growth and maturity will be recognised through the variety of teaching strategies adopted;
- Pupils will be encouraged to reflect on what and how they learn through the use of open questions;
- Stories and story-telling will form an important part of religious education;
- Pupils will develop skills in using artefacts and pictures as a source of information about religions;
- Pupils will have the opportunity to go on visits to places of worship and members of different faiths will be invited into the school.

Curriculum drivers

As in other areas of the curriculum we aim through R.E to create opportunities to support our three curriculum drivers

- Knowledge of the World
- Possibilities
- Emotional Awareness

Teaching methods

Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of students so that all students make progress in their learning. RE is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

- A range of learning and teaching strategies which are effective for inclusive teaching of religious education include:
- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of picture or word cards for matching, classifying, prioritising
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Structure and content

- The comprehensive curriculum map identifies the specific units taught across the school.
- RE is taught within stand alone sessions.

- In Park Brow we recognise that there is a high level of cross over between RE, PSHE, SMSC and the promotion of British Values.

Personal, social and health education (PSHE) and citizenship

Religious education plays a significant part in promoting personal, social and health education through, for example: **Developing confidence and responsibility and making the most of their abilities** by being taught what is fair and unfair, right and wrong, and being encouraged to share their opinions. **Developing a healthy, safer lifestyle** by being taught religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, the purpose and value of religious beliefs and sensitivities in relation to sex education, and enabling students to consider and express their own views **Developing good relationships and respecting the differences between people** by being taught about the diversity of different ethnic groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life, and meeting and encountering people with beliefs, views and lifestyles that are different from their own.

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide 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 moral and 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 contexts of their own lives.

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

Planning

Long, medium and short term planning formats are provided by Knowsley and are adapted accordingly by staff to meet the needs of their particular class. These adaptations should incorporate National curriculum requirements, milestones of achievement and our own school enhancements eg curriculum drivers.

Monitoring and Review

R.E will be monitored throughout the school by the R.E Lead who will be responsible for gathering samples of curriculum work.

The R.E Lead will also monitor R.E books and schemes of work to ensure that the programme of Study is being effectively taught and match the needs and abilities of the pupils.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

Children in each year group will be assessed against the R.E learning objectives using a traffic light system. This will be carried out by the class teacher on a termly basis.

Resources

Are centrally stored in themed boxes. All staff may access them, but they are responsible for their prompt and orderly return.

The school's resource base contains artefacts as well as published materials. The resources enrich and stimulate children's historical enquiry.

Responsibilities and Roles

- The Headteacher and Governing Body have overall responsibility for the R.E Curriculum, supported by the Curriculum Leaders.
- The Curriculum Leaders are responsible for overseeing the delivery of the R.E Curriculum through:
- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Providing evidence to support the writing of the School development plan and a SEF
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in R.E and disseminating information to the rest of the teaching staff

- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Regular formal and informal discussions with staff.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.

Staff make amendments to planning in order to optimise learning opportunities when they arise.

Inclusion and equal opportunities

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need (SEN).

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background

We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time

We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability

We deal with such issues clearly and sensitively when they arise

For our Greater Depth pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple enquiry.
- Encourage mastery through communicating their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within R.E for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Updated by - L. Kelly September 2020

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