**Religious Education Policy**

**Blakehill Primary School**

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**Together We Can**

http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg

http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/3.jpg

**Curriculum Committee**

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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: October 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: October 2027 |

**1. Policy**

In accordance with the 1996 Education Act, Blakehill Primary School provides Religious Education (RE) for all pupils. RE is an important and fundamental part of the curriculum. We believe it important not only to learn about religion, but also, and perhaps more importantly, to learn from religion. We have high expectations of the quality of RE taught at Blakehill Primary School. RE is exciting and relevant to the lives of our pupils. We hope our commitment and enthusiasm as Governors and staff will be communicated by the high priority we place on RE.

We teach RE according to the Locally Agreed Syllabus provided by SACRE. . The RE curriculum enables pupils to develop substantive, disciplinary and personal knowledge through teaching of all main world faiths and non-religious beliefs. The school has a Christian ethos and as such Christianity is studied in every year group.

**2. Purpose**

* Acquire and develop knowledge and understanding of the six principal religions represented in UK alongside non religious beliefs.
* Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures

**3. Scope**

This policy applies to all pupils, teaching, non‐teaching staff, volunteers and Governors working within Blakehill Primary School.

**4. Principles**

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and the other five principal religions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

**5. Responsibilities**

**Role of the Governing Body**

The Governing Body have a legal duty to provide Religious Education for all registered pupils:

* decide and agree policy
* delegate powers and responsibility to the Headteacher to ensure that this policy is embedded into the culture of the school
* be responsible for the effective monitoring and evaluation of this policy.

**Role of the Headteacher**

**The Headteacher will:**

• ensure that RE is taught to the LA’s Objectives as determined by the Standing Advisory Council on Religious Education (SACRE)

• appoint a member of staff to be the RE Leader

• implement, monitor and evaluate this policy.

**Religious Education (RE) Subject Leader**

**The RE subject leader will:**

• ensure that RE is taught to the LA’s Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE)

•lead the development of RE throughout the school

• provide guidance and support to all staff

• keep up to date with new developments and resources

• monitor, evaluate and report to SLT on the development of the subject on a termly basis

• arrange appropriate training where required.

**Role of School staff**

**All school staff will:**

• ensure that they have read the RE Policy

• fully support all Policy arrangements

• organise structured and differentiated work through their long, medium and short term planning

• use a variety of teaching and learning styles

• feedback to RE subject leader.

**6. Procedures**

**a. Teaching and Learning**

Through teaching and learning we want our pupils to:

• learn about religious traditions

• learn and compare differences between and within religions

• reflect on and respect what the religious ideas and concepts mean to them

• extend their own sense of values

• empower children to share their own values and beliefs with others.

• promote their own spiritual growth and development

**b. Curriculum Planning**

All long, medium and short term planning is based on the Local Authority’s Objectives.

**c. Differentiation**

• suitable opportunities are provided for all children by matching the challenge of the task to be undertaken to the ability and experience of the child

• We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling what is our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

**We differentiate by:**

• setting a range of tasks

* question or challenge pupils’ thinking

• setting tasks of increasing difficulty

• providing resources of different complexities, matched to the ability of the child

• using additional resources to support the work of individual children or groups of children

• using peer support by partnering pupils of different abilities to complete tasks.

**d. Cross Curricular Links**

RE has links to English, History, Geography, Art, PSHE and Citizenship, Computing, Equal Opportunities, Ethnic Diversity, SMSC and British Values and Science.

**e. Equalities**

As in all areas of the curriculum all children should have the opportunities to participate in all aspects of RE.

Religious Education has an important role in challenging stereotypical views and developing a positive appreciation of others. The curriculum builds on and is enriched by the differing experiences pupils bring to religious education. Pupils from any religious background or none are encouraged to express their beliefs in a respectful and open atmosphere. All pupils will be given equal opportunity to fulfil their potential within RE regardless of ethnicity, culture, class, sex and gender and special needs. The aim of RE is the same for all pupils. Many pupils with difficulties in other areas of the curriculum demonstrate in other areas of the curriculum a marked capacity to respond to RE.

**f. Withdrawal**

Parents may ask for their child to be totally or partially withdrawn from RE. They are asked to contact the Headteacher to make arrangements. No reasons have to be given but parents are encouraged to discuss with the Headteacher the issues concerning withdrawal. Children who have withdrawn are fully supervised in another part of the school.

**g. Reporting and Assessment**

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at their optimum rate. Consequently ongoing assessment is used in RE to aid planning.

Teachers continuously assess children’s performance through observation of work, questioning and discussion. At the end of each term all children will receive a level to show their understanding of each topic. A report is also produced at Year 2 and Year 6.

**h. Provision**

RE is taught as an identifiable subject although there are links with other curricular areas. In learning about Religion, the children will have the opportunity to participate in a range of activities through individual, small group and whole class teaching.

We expect the following hours are the minimum hours devoted to RE:  
Key Stage 1 36 hours per year  
Key Stage 2 45 hours per year

**i. Monitoring, Evaluation and Review**

The teaching of the subject is reviewed as part of the school’s robust monitoring schedule and procedures.

Pupil voice is central to our monitoring and evaluation at Blakehill. Pupil interviews are conducted as part of our monitoring schedule to ascertain pupil voice. This is used to help leaders shape a curriculum that meets the needs of all of its learners.

Staff are consulted on a regular basis regarding any training that is required to support them in the delivery of RE.

**Special Educational Needs**

We recognise the need to tailor our approach to support children with:

• special educational needs

• those identified as gifted and talented.

**7. Monitoring & Review**

This policy and its effectiveness will be reviewed at least every three years, but also when the need arises by the Governing Body.

**8. Distribution**

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

* the School Prospectus
* the school website
* the Staff Handbook
* meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
* communication with pupil’s homes e.g. Newsletters, website, social media posts

This policy will be available on the school website and from the School Business Manager.

**9. Contacts**

Please contact a member of the Governing body or the Headteacher if you require support or guidance on this policy.

**10. Cross Referencing**

This policy refers to the following other school policies:

* *Safeguarding Policy*
* *Collective Worship Policy*
* *Equality Policy*
* *SMSC Policy*

**11. Appendices**

None