

Stonelow Junior School-RE Policy

Aim

The Principle aim of RE in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development. 'The Agreed Syllabus for Religious Education, 2020.

RE is about asking questions, enquiring, reasoning about the world we live in. RE at Stonelow encourages children to explore and develop their own faith, beliefs, values and traditions, as well as those of others, in a tolerant manner.

RE Organisation

RE at Stonelow is taught either weekly, fortnightly or in whole afternoons, depending on what the staff feel is most appropriate. The subject itself is taught through enquiry based questions. These questions revolve around a main theme for the term, such as 'What are the deeper meaning of festivals?'. The curriculum map shows how these questions and skills are shared throughout the year groups, on a two year rolling programme. RE is planned to allow children to gain deep subject knowledge as well as make progress in the required skills, such as questioning, recounting and identifying.

Principles of Teaching and Learning

Children are taught R.E through a diversity of teaching approaches. They will be asked to challenge their and others' beliefs in a respectful way. They will be able to share their experiences, thoughts and suggestions in a tolerant environment. Alongside using their own and others' feelings, children will look for deeper meaning by asking questions. The children will learn about Christian denominations, Islam, Sikh and Judaism, asking questions about what this means to them personally. A range of differentiated activities will be provided, for example role play, music, art or writing for different purposes.

R.E has close ties with many strands in our PSHE/RSHE curriculums. We use a combination of the Derbyshire Agreed Syllabus for RE and the NATRE (National Association of teachers of Religious Education) produced primary scheme of work in order to cover a wide variety of topics. Key celebrations for different religions are discussed both in RE lesson, and in assemblies where appropriate.

Children will have access to a variety of resources to inspire their learning. These include:

- Artefacts
- Photos
- Videos

Assessment

Assessment is used in RE to monitor children's progress of both the skills they are acquiring as well as their subject knowledge. It is used by staff to differentiate the lesson for individual pupils accordingly. This then informs future planning.

We use the guidelines given by the Derbyshire Agreed Syllabus for each unit of work and assess the children against these terms. These formal assessments inform teachers of a child's progress and allow them to report to parents if appropriate.

Monitoring

The subject leader monitors the subject. This is done in the form of planning and book scrutinies and pupil interviews, as well as CDP for staff where appropriate. All these allow for the continuous development of both children, planning and staff. The subject leader will provide reports for SLT and Governors on RE including next steps for improvement.

RE and Inclusion

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. Religious education has a lead role in combating prejudice and negative discrimination within school and the surrounding community. Pupils are taught about stereotypical views and appreciating (positively) differences in others in a supportive and respectful atmosphere without fear of embarrassment or ridicule.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

builds on and is enriched by the differing experiences learners bring to religious education;
meets all pupils' learning needs including those with learning difficulties, those who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious and non-religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

When considering barriers which may affect a child's learning in RE, teachers act accordingly using support from the relevant specialist or documentation, tailoring the RE curriculum carefully to the special needs of a child.

Equal Opportunities

Whilst RE is a statutory subject, parents may withdraw their children from RE lessons and the school has a duty to supervise them. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. 'Derbyshire Agreed Syllabus, 2014'

Provision and Withdrawal

Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents. Religious Education should be provided for all registered pupils except for those withdrawn at the

request of their parents. (s 71 SSFA 1998).

Education Act (2002 Section 80 (1)(a); (2) (a) (b))

RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Education Act (1996 Section 375 (3)) School Standards and Framework Act (1998, Schedule 19, para.5)

Review

Last reviewed June 2024-K Thompson

