

CRESTWOOD PARK PRIMARY SCHOOL

Religious Education (England)

Date	Review Date	Coordinator	Nominated Governor
July 2014	March 2019	Mrs Jayne Willetts	

We are aware that under the Education Act 1996 we must provide RE for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason.

We teach RE according to the LA's Agreed Syllabus (which was reviewed and distributed to schools in 2013) which reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism. Following consultation with the main receiving secondary school, Christianity and Judaism will be the main religions focused on with children having the opportunity to study Islam and other faiths represented by staff and pupils. The school has a very small minority of Muslim, Hindu and Buddhist families with the majority being Christian. Members of staff are predominantly Christian but also include members of the Hindu and Sikh community.

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 other 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.

Aims

- To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards themselves and others living together in a religiously diverse society.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

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- To offer pupils opportunities to express their feelings, insights, beliefs and values in a creative way as part of the Creative Curriculum.

Procedure

Role of the Governing Body	<ul style="list-style-type: none"> • The GB has: <ul style="list-style-type: none"> ▪ a legal duty to provide RE for all registered pupils; ▪ appointed a member of staff to be the RE Coordinator; ▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the GB; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<ul style="list-style-type: none"> • The Headteacher will: <ul style="list-style-type: none"> ▪ ensure that RE is taught to the LA's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE); ▪ monitor and evaluate this policy
Role of the Coordinator	<ul style="list-style-type: none"> • The coordinator will: <ul style="list-style-type: none"> ▪ lead the development of RE throughout the school; ▪ provide guidance and support to all staff; ▪ keep up to date with new developments and resources; ▪ review and monitor; ▪ annually report to the GB on the success and development of sustainability
Role of Teachers	<ul style="list-style-type: none"> • Teachers will: <ul style="list-style-type: none"> ▪ organise structured and differentiated work through their long, medium and short term planning; ▪ use a variety of teaching and learning styles
Teaching and Learning	<ul style="list-style-type: none"> • Through teaching and learning we want our pupils to: <ul style="list-style-type: none"> ▪ learn about religious traditions; ▪ reflect on what the religious ideas and concepts mean to them; ▪ extend their own sense of values; ▪ promote their own spiritual growth and development <p>By doing this they will achieve the two principal aims of the Agreed Syllabus which are 'to learn about religion (AT1) and learn from religion (AT2).'</p>
Curriculum	<ul style="list-style-type: none"> • All long, medium and short term planning is based on the

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Planning	<p>LA's Agreed Syllabus.</p> <ul style="list-style-type: none"> • Copies of the appropriate sections are retained within the planning folders for each phase.
Differentiation	<ul style="list-style-type: none"> • Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child. • We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling 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: <ul style="list-style-type: none"> ▪ setting common open ended tasks; ▪ setting tasks of increasing difficulty; ▪ grouping pupils according to ability and setting different tasks for each group; ▪ 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; ▪ use of questioning.
Cross Curricular Links	<ul style="list-style-type: none"> • RE is planned for as an integral part of the theme for the creative curriculum for each term within each phase of the school. Every opportunity is taken to link RE to other subjects across the curriculum where appropriate.
Special Educational Needs	<ul style="list-style-type: none"> • We recognise the need to tailor our approach to support children with: <ul style="list-style-type: none"> ▪ special educational needs; ▪ as well as those who are identified as gifted and talented
Inclusion	<ul style="list-style-type: none"> • All children at this school are taught RE whatever their ability, race or gender unless their parents/carers have requested that they are withdrawn from lessons.
Role of the School Council	<p>The School Council will be involved in:</p> <ul style="list-style-type: none"> ▪ determining this policy with the GB; ▪ discussing improvements to this policy during the school year; ▪ reviewing the effectiveness of this policy with the GB
Assessment and	<ul style="list-style-type: none"> • We assess children's progress through a system of informal observation, questioning, and assessing written

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Recording	work which supports teaching and learning and informs future planning.
Resources	<ul style="list-style-type: none"> • The RE coordinator keeps all staff up to date with new developments and resources. • All resources, published and practical, are kept within the RE cupboard (in Year 4) and RE resource boxes (in the corridor leading to Years 5 and 6).
Staff Development	<ul style="list-style-type: none"> • The RE coordinator: <ul style="list-style-type: none"> ▪ identifies RE priorities; ▪ identifies individual professional opportunities; ▪ organises in-house training; ▪ organises staff meetings to discuss new developments
Effectiveness	<ul style="list-style-type: none"> • We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Headteacher:		Date:	
Chair of Governing Body:		Date:	