BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

RE Policy

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Statement of intent

Bishop Lonsdale Primary School & Nursery recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.

RE has a vital role to play in nurturing children's spiritual, moral, social and cultural development by providing them with an opportunity to think about and search for answers to the fundamental questions of life, and learn how religious teachings relate to these. We aim to help children develop positive attitudes and respect towards others, including those who hold different views or beliefs from their own, helping them to live in a society which contains religious diversity. Our school ethos also reflects this;

Our School believes in;

- *Enabling everyone to reach their full potential,*
- *Developing a love for learning and a desire to achieve,*
- *Encouraging everyone to become independent and confident, with a belief in themselves,*
- *Promoting Christian values and respecting diversity.*

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the core beliefs of the Christian faith, traditions of Great Britain and a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Signed by:

_____ Head of School Date: _____

_____ Chair of governors Date: _____

Review date: _____

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010' (Maintained schools only)
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The RE subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out audits of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.

- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.
- Liaising with the RE subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and providing assessment on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the RE subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the RE subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early Years Foundation Stage (EYFS)

3.1. All pupils in the EYFS will be taught RE as an integral part of their Personal, Social and Emotional learning, as well as Understanding the World.

3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

3.3. All pupils will reflect on their feelings and experiences.

3.4. Teachers will encourage imaginative play and curiosity in pupils.

4. Curriculum

4.1. Bishop Lonsdale Primary School & Nursery adheres to the locally-agreed syllabus of the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.

4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.

4.4. All pupils will have a high quality, coherent and progressive experience of RE.

4.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.

4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

4.7. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

4.8. Good practice for the curriculum include:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their class and local community.

5. Teaching and learning

5.1. The RE curriculum is delivered at least once a week for KS1 and KS2.

5.2. Classroom teachers use high-quality texts and resources (as suggested by our schemes of work) which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values education.

5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.

5.4. Classroom teachers encourage pupils to ask their own 'big' questions, and model that there are some questions we (nobody) can give definite answers to.

5.5. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

5.6. Various teaching methods are deployed including but not limited to:

- Storytelling
- Adult-led activities
- Child initiated activities
- Group work
- Paired work
- Debating
- Dramatic performance
- Art and craft

5.7. Religious literacy in pupils is encouraged through:

- Re-telling of stories and the use of Godly play in EYFS and KS1.
- Use of story books, biblical texts, videos, photographs, artefacts and art work.
- Key questions as the unit titles/ topic names. Enquiry-based learning.
- Asking questions and exploring the answers to each other's questions.
- Exploration of their feelings and emotions towards set narratives, beliefs and traditions.
- Time to reflect on what has been learnt.
- Time to consider one's own thoughts or beliefs.

6. Planning

6.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

6.2. Planning for RE will be comprised of long-term, medium-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.

6.3. Long-term plans will be created by the RE subject leader using the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.

6.4. Medium-term plans will be established by the RE subject leader and the details of units studied each term will be outlined for the teacher to build upon.

6.5. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher.

6.6. 'I can' statements, taken from the unit assessment statements, should be used on teachers' planning. These help teachers to focus on the outcomes for pupils working at different levels.

6.7. The RE subject leader is responsible for reviewing and updating long-term and medium-term plans when changes have been made to a scheme of work, such as the Derbyshire and Derby City Agreed Syllabus 2020-2025, or Understanding Christianity, and communicating these to teachers prior to the start of a new term.

6.8. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

6.9. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

6.10. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation.

7. Assessment and reporting

7.1. Pupils will be assessed using methods of formative and summative assessment throughout the year.

7.2. Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.

7.3. The results from formative assessments will be used to inform teachers' lesson plans.

7.4. Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to the RE subject leader. It will also be passed on to each class's future teacher, in order to measure how well pupils progress at any given time in their education.

7.5. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

7.6. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

8. Resources

8.1. The RE subject leader is responsible for the management and maintenance of RE resources, as well as for liaising with the Executive Head, Head of School and school business manager to purchase further resources.

8.2. RE resources are stored in the RE cupboard, in the upper KS2 corridor.

8.3. Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.

8.4. The school library contains an array of resources to support pupils' learning in RE.

8.5. The subject leader will undertake an audit of RE equipment and resources on an annual basis.

9. Equal opportunities

9.1. All pupils will have equal access to the RE curriculum.

9.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

9.3. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

9.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

9.5. Parents retain the right to withdraw their child from RE although we would always encourage them to meet with the class teacher and the Head of School to discuss their concerns. If the matter cannot be resolved then parents will need to write to the Governing Body to request that their child be withdrawn from RE lessons. Arrangements can then be made for the child/ren to be supervised and engaged in an alternative activity during their class RE lesson time.

10. Monitoring and review

10.1. This policy will be monitored and reviewed by the RE subject leader.

10.2. The scheduled review date for official changes to this policy is July 2025, in line with the introduction of a new Agreed Syllabus.

10.3. The RE subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the Derbyshire and Derby City Agreed Syllabus 2020-2025, and Understanding Christianity.

10.4. Any changes to the Derbyshire and Derby City Agreed Syllabus 2020-2025 or Understanding Christianity will be communicated to all staff.

10.5. Any changes to this policy will be communicated to all teaching staff.