



MARISH

Academy Trust



RE Policy

Date: January 2018

Introduction

This policy outlines the purpose, nature and management of Religious Education (RE) taught within the Trust. It takes into account the following points:

- The pupils of Marish Academy Trust come from many different cultural, social, religious and racial backgrounds.
- Whilst recognising that RE, in the main, will be based on Christianity, we aim to address the needs of our school community in line with the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2012 - 2017)
- It is not the responsibility of the Trust to promote any particular religious standpoint.
- The implementation of the policy is the responsibility of all teaching staff.
- It fulfils the requirements of the Education Act (1996)

Aims

Religious Education should help pupils to 'Learn about' and 'Learn from' religion. Learning about religion will include enquiry into and the investigation of, the nature of religion, its beliefs, teachings and ways of life. Learning from religion is concerned with developing pupils' reflection on and response to their own and others experiences in the light of their learning about religion.

Pupils will learn about religion by:

- Acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism.
- Developing an understanding of the influence of belief, values and traditions on individuals, communities, societies and cultures.

As well as this, pupils will learn from religion by:

- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- Developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain.
- Enhancing their spiritual, moral, social and cultural development by:
- Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their study.

Delivering the Curriculum

The Curriculum is taught to all pupils except for those withdrawn at the request of their parents (The Education Act (1996)). Teachers also have the right to withdraw from teaching the subject.

Teaching RE is the responsibility of all teachers.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own.

Teaching and Learning Strategies

All activities are planned to enable children to develop the specific knowledge, understanding, skills and attitudes covered in the units of the programs of study in the Agreed Syllabus.

The curriculum should build on and enrich the differing experiences pupils bring to Religious Education.

This is achieved by:

- Discussions
- Use of artefacts
- Visitors from different faiths
- Visits to Places of Worship
- Use of DVDs and other AV material
- Use of ICT, including websites
- Use of up to date books and posters
- Celebration of festivals
- Using their senses and having times of quiet reflection
- Cross curricular study including art, music, drama and DT.

Organisation

The curriculum is based on the Slough Agreed Syllabus for Religious Education (Pan Berkshire 2012 - 2017).

- The RE curriculum map, learning objectives and schemes of work are kept in each year group's RE planning folder.
- The RE curriculum map provides a yearly overview of how RE is taught in the school. It shows the topics that each year group will deliver across the three terms of the academic year. Each year group can change the order of topics if desired.
- Learning objectives are highlighted, and must be met through the delivery of the RE topic during the term.
- Care is taken to ensure that pupils have the opportunities to develop their understanding, knowledge, skills and concepts as they move through the school.
- Skills such as observing, questioning, discussing, evaluating and reflecting are encouraged in RE, as with many parts of the curriculum. Sensitivity to others and a readiness to listen to others' viewpoints are strongly encouraged.

Visits & Health, Safety & Well-Being

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith.

Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

Timetabling for RE

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of The World. In KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach e.g. through PSHE, history, geography, art or as part of a focus day or period of time e.g. Christmas and Easter.

(Collective Worship is separate to the teaching of RE, though strands of Collective Worship may be used to enhance the RE curriculum).

Equal opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must remain mindful of the PREVENT and British Values Policy throughout their planned approach to teaching RE.

Special Educational Needs

RE is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

Assessment and Record Keeping

The curriculum overview outlines skills that should be taught and assessed. This is in line with the new National Curriculum. Assessment should be through on-going teacher assessment. While teachers may wish to carry out specific pieces of work to enable assessment to take place, formal testing is not required or appropriate. Assessment should take place at least once a term. Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors.

Monitoring

The RE Co-ordinator will monitor teaching and learning in RE by:

- Collecting samples of work from a range of pupils across the school
- Pupil questionnaires
- Supporting with planning
- Observing lessons
- Monitor use of resources and source where needed (Resources are stored in each year group and include books, pictures, artefacts, posters. All materials should be handled very sensitively and with respect).
- Deliver INSET where needed

The result of any monitoring should be discussed with the Executive Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.