

## **Religious Education Policy**

### **Introduction**

At Fairmeadows we implement the Derbyshire and Derby City Agreed Syllabus for Religious Education (RE) 2020-2025.

The Derbyshire and Derby City agreed syllabus encourages children to study beliefs, teachings and ways of living enabling them to explore a range of responses to questions of identity, meaning, purpose, values and commitments. During this process children are given time to reflect upon their own ideas and values.

### **Subject leadership**

Subject leadership in RE is shared between the headteacher and subject champion. The subject champion has developing RE plans and lessons for units of work that genuinely build on prior knowledge and engage the children through inspirational activities that ensures children of all abilities make progress according to their needs and are absorbed in the learning.

Aims and purpose RE teaching and learning enables children to:

- Develop knowledge and understanding of Christianity, other principal religions and religious traditions.
- Become aware of and understand religious beliefs, practices and forms of expression.
- Learn from different religions.
- Reflect on, consider, analyse and interpret information.
- Develop their sense of identity and belonging.
- Flourish individually within their communities and as citizens in a local, national and global community.
- Develop respect and sensitivity to others in particular those whose faiths and beliefs are different from their own.

### **Legal requirements**

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum.

RE is taught in accordance with the Derbyshire and Derbyshire and Derby City Agreed Syllabus 2020-2025. It makes contributions to the spiritual, moral, social and cultural development of our children.

RE is an academic discipline with levels of achievements. Parents/carers who wish to withdraw their children from RE lessons, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the headteacher and governors. A record of withdrawals is kept by the RE coordinator.

### **Curriculum time**

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is dedicated to RE.

Within the EYFS 36 hours of RE is integrated into learning and part of Personal, Social and Emotional Development and Understanding the World.

Within Years 1 and 2 a minimum of 36 hours of learning time per academic year is allocated to RE which equates to approximately 50 minutes a week. During the year RE themed days complement the regular programme of timetabled lessons.

## **RE is taught in clearly identifiable time both in the EYFS and at KS1.**

Curriculum time for RE is distinct from the time spent on collective worship. However, links are made between collective worship and RE units of work.

### Planning, teaching and learning

We ensure that the units of work studied in RE build on prior learning and are part of a structured programme of learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that progression is planned into each unit of work.

Curriculum planning in RE is carried out in three phases (long-term, medium-term and short-term). The long-term plan devised by the RE subject leader/s maps the religious education topics studied in each half term during the two-year rolling programme for Key Stage 1 and for the year in EYFS.

Medium term plans give details of units of work for each half term and again these are written by the RE subject leader.

Class teachers amend these plans as appropriate and keep them in their planning file. Short term plans are often discussed with the RE subject leader as part of subject review. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

## **Contribution of RE to spiritual, moral, social and cultural development**

Given the opportunities for encountering people of different beliefs and lifestyles, RE also has a key role to play in fostering respect and social cohesion. As well as being religiously educated, RE helps children to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging.

RE plays an important part in promoting the spiritual, moral, social and cultural (SMSC) development of children, making a unique contribution to their spiritual development in particular.

## **Assessment for learning in the EYFS**

Children's attainment in RE is assessed in relation to the early learning goals.

Assessment for learning at Key Stage 1 Children's work is marked in line with the school Marking and Feedback Policy.

During each lesson judgements are made about pupils' performance against assessment criteria. Children's attainment is assessed on the basis if they have met 'core learning' success criteria or have taken the next step and met 'digging deeper' success criteria'.

Children are encouraged to self-assess their own work at the end of each session against the 'core learning' and if relevant the 'digging deeper' success criteria and record their responses in line with the school marking and feedback policy. In addition to the above children's progression and attainment throughout a half termly unit of work is mapped on an assessment grid by the class

teacher. Assessment grids are monitored by the RE subject leader on a half termly basis and the numbers of children achieving 'core learning' or 'digging deeper' as an overall judgement for a complete unit of work are analysed. Areas for development within a unit of work are used to inform planning for further sessions.

The RE subject leader undertakes half termly work scrutiny exercises in the EYFS and at Key Stage 1. Areas of strength and areas for development are fed back to relevant members of staff.

## **Prevent**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we do in school through the RE curriculum help to support children in becoming positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity.
- Challenging prejudices and racist comments.
- Promoting the spiritual, moral, social and cultural development of children.

## **Inclusion**

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation (core learning and digger deeper success criteria) and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL) and children with specific Special Educational Needs.

## **Monitoring and review**

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

