

RE POLICY

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the teaching and learning of RE at Gotham Primary School.
- **POLICY REVIEWED 2005 2007 2008 2010 2014 2015 2016**

THE IMPORTANCE OF RE

- RE promotes pupils' spiritual, cultural, social and moral development.
- RE contribute to the spiritual, moral, social and cultural development of pupils in the school and explicit links are made in the Agreed Syllabus Materials used by staff.
- RE makes a key contribution to enabling pupils to consider British Values, including tolerance and respect for people who hold different faiths and worldviews.
- Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

OUR AIMS IN TEACHING RE AT GOTHAM PRIMARY SCHOOL

The curriculum for RE aims to ensure that all pupils:

A - Know about and understand a range of religions and world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B - Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion.

C - Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

HOW THE RE CURRICULUM IS ORGANISED

- RE is delivered by distinct subject teaching to class groups, although cross-curricular links are sought where relevant and purposeful.
- Planning is for whole-class teaching, with differentiation where appropriate.
- In some classes the RE syllabus is taught by the class teacher, in others RE is delivered during PPA
- This is based on Nottinghamshire Religious Education Agreed Syllabus 2015-2010
- The curriculum is delivered following our RE Scheme of work, developed in 2015.

ASSESSMENT IN RE

- In line with our arrangements for other Foundation Subjects RE is assessed once a term.
- We assess within ability groups using materials from the agreed syllabus.

TIME ALLOCATION FOR RE

- Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- Key Stage 2: 45 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- This does not include any Collective Worship.

THE RIGHT TO WITHDRAW FROM RE LESSONS

- Religious Education must be taught by all state-funded schools in England. However, it has an unusual position on the curriculum: it is part of the basic curriculum but not the National Curriculum, and is one of two subjects (along with sex and relationship education) where parents have a legal right to withdraw their children from class.
- Section 71 of the School Standards and Framework Act 1998, as amended, provides for the right of withdrawal from Religious Education or collective worship in local authority maintained schools. There is no requirement to provide a reason and the school must comply with their request.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost.
- We are committed to delivering an inclusive religious education curriculum and hope that no parents will wish to withdraw their children from all or part of the subject.

TRAINING

- The RE coordinator attends SACRE briefings from the LA.
- RE specific training has been identified to develop provision for classroom teaching.

RESOURCES

We have materials and resources for teaching RE and a range of faith-specific artefacts are kept in the topic store in the hall, and text books can be found in the library.

Appendix - RE Scheme of Work

