



Bramley Vale Primary School

RE POLICY

June 2019

(To be reviewed every 2 years)

18th June 2019 – R100 -18/19

Together Everyone Achieves More

Vision statement:

'To create an excellent and challenging learning environment for the future through the promotion of creativity, high aspirations and perseverance'

'To create a supportive, caring atmosphere of mutual respect, extending to the wider community'

Aims:

Safe	To provide a safe, secure environment, with equality for all.
Healthy	To promote healthy hearts and minds.
Achieve	To provide an enjoyable education where children achieve and meet their full potential.
Responsibility	To instil responsibility for themselves, others and the wider world.
Enterprising	To develop learners who understand their future wellbeing and aspire to be the best they can be.
Diversity –	To develop learners who accept, embrace and celebrate diversity in an ever-changing world

R.E. POLICY

Introduction

All schools are legally required to teach R.E. to all pupils on roll. This has one exception where parents use their right to withdraw their children from the subject. Along with English, Mathematics, Science and ICT, R.E. is a part of the core curriculum. To fulfil this requirement, Bramley Vale Primary School is committed to using the Derbyshire Agreed Syllabus for R.E 2014 - 2019.

Rationale

R.E. makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions relating to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Aims

The Derbyshire Agreed Syllabus for Religious Education 2014 – 2019 states:

'The Principal aim of RE in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the

religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.'

The Derbyshire Agreed Syllabus meets this Principal Aim by using two attainment targets throughout:

Attainment Target 1: learning about religion and belief

Attainment Target 2: learning from religion and belief

Linking with Attainment Target 1: learning about religions and beliefs

- a) religious beliefs, teachings and sources of authority
- b) religious practices and ways of living
- c) religious and spiritual ways of expressing meaning.

Linking with Attainment Target 2: learning from religion and belief

Responses and insights with regard to...

- d) questions of identity, diversity and belonging
- e) questions of meaning, purpose and truth
- f) questions of values and commitments

In order to meet the attainment targets the syllabus has divided these into three strands. These strands form the basis of teaching for KS1 and KS2.

In this syllabus the Fields of Enquiry have been paired up to form three strands: Believing	Expressing	Living
a) religious beliefs, teachings and sources of authority e) questions of meaning, purpose and truth	c) religious and spiritual ways of expressing meaning d) questions of identity, diversity and belonging	b) religious practices and ways of living f) questions of values and commitments

Breadth of study

Reception – Judaism and Christianity OR material related to local religious communities and beliefs

KS1 Christianity and Judaism

Lower Key Stage 2 Christianity, Hinduism, Sikhism

Upper Key Stage 2 Christianity, Islam, Buddhism

NOTE: Sikhism and Buddhism can be left for focused work in KS3

Curriculum Time

In order to deliver the agreed syllabus it is recommended that the following curriculum time is required for teaching R.E.:

4-5s	36 hours of RE , integrated into learning, e.g. part of Personal, Social and Emotional Development, and
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	Understanding the World.
5-7s	36 hours of tuition per year (e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught)
7-11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught)

Note:

- Curriculum time for R.E. is distinct from the time schools may spend on collective worship or school assembly.
- **Flexible delivery of RE is often good practice:** 36 hours per year is the equivalent of one hour per week. This does not mean that RE must be delivered in weekly lessons. An RE themed day, links to the current learning challenge, or week of study can complement the regular program of timetabled lessons.
- **RE should be taught in clearly identifiable time.** There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children’s learning.

Programme of Study

The programme of study for R.E. in the agreed syllabus sets out the requirement for R.E. teaching at each stage of education. At Bramley Vale, we use the programme of study for EYFS, Key Stage 1 and Key Stage 2. The different units are briefly summarised by an overview of the questions which the Agreed Syllabus addresses, (table listed as Appendix 1). The units are designed to enable planned progression for pupils.

Early Years Teaching and Learning Requirements

The document “Practice Guidance for the Early Years Foundation Stage” forms the basis for the curriculum used by nursery and reception aged children. For nursery age children RE is non-statutory, but teachers will choose to incorporate RE material into children’s activities where the learning is appropriate. Possible approaches include:

Creative play, make-believe, role-play, dance and drama;

- Dressing up and acting out scenes from stories, celebrations or festivals;
- Making and eating festival food;
- Talking and listening to each other and hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination;

- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books;
- Seeing pictures, books and video of places of worship and meeting believers in class;
- Listening to religious music;
- Starting to introduce religious terminology;
- Work on nature, growing and life cycles or harvest;
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, birth of a new baby, weddings or the death of a pet;
- Starting to talk about the different ways in which people believe and behave.

For Reception age children, RE is a compulsory part of the basic curriculum and should be taught according to the Derbyshire Agreed Syllabus for RE.

Personal, Social and Emotional Development

In EYFS the guidance provided by the Agreed Syllabus expresses the need for RE to sit firmly within:

'...the areas of personal, social and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through playing and exploring, active learning, creating and thinking. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness'.

Breadth of study for Reception

Children should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage them
- directly experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities
- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer
- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)
- make and do – make festive food, role play, dress up, dance
- have times of quiet and stillness
- share their own beliefs, ideas and values
- talk about their ideas and experiences, and develop empathy for others
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
- ask questions that are philosophically challenging and to have them taken seriously
- begin to use Computing to explore religious beliefs and beliefs as practised in the local and wider community.

Assessment, Monitoring and Recording

The R.E. Co-ordinator will monitor medium term and weekly planning to ensure the content is appropriate, that there is progression and continuity and that there is an opportunity for assessment.

Assessment of pupils' learning is linked to the attainment levels in the Derbyshire Agreed Syllabus. Teachers will provide informed feedback to pupils either verbally or through marking of work. They will also form the basis for reporting to parents. Teachers' plans, along with samples of work, will be moderated regularly to ensure coverage, continuity and progress. Time allocation will also be monitored by the Co-ordinator.

Resources and Visits/Visitors

Our resources have been boxed and labelled and have been placed in our Resources Room. The Co-ordinator has provided long term plans for coverage of the syllabus in each class. Teachers can choose which order of the areas to teach, in order to match their Learning Challenge but ensure full coverage of the areas listed are met.

Teachers are encouraged to use visitors/visits to support their current RE theme and provide cross curricular learning.

Appendix 1

The different units of the Agreed Syllabus taught at each Key Stage are designed to enable planned progression in skills for pupils. The following page gives an overview of the questions which the Agreed Syllabus addresses.

Foundation – KS2

	Foundation/Reception	KS1	KS2
Belonging	<ul style="list-style-type: none"> • What times are special? 	<ul style="list-style-type: none"> • How do Christians celebrate special festivals? • How do Jews celebrate special festivals? • How are events in the pupils' lives celebrated? 	<ul style="list-style-type: none"> • How and why do Christians celebrate? • How and why do Hindus celebrate? • Why are festivals and celebrations important to us all? • Why does a Muslim want to go to Makkah once in a lifetime?
Worship	<ul style="list-style-type: none"> • What places are special? 	<ul style="list-style-type: none"> • In what ways is the place of worship important to believers? • What can you learn from religious artefacts? • How do people use music to thank God? 	<ul style="list-style-type: none"> • Why is the Bible so important to Christians today? • What does a pilgrim get out of their sacred journey? • What is the purpose and value of a sacred place? • What can we learn from prayers and meditations?
Belief and Behaviour	<ul style="list-style-type: none"> • What stories are special? 	<ul style="list-style-type: none"> • What stories of Jesus tell Christians how to behave? 	<ul style="list-style-type: none"> • What can be learnt from the Muslim way of life? • What can we learn from religions about temptations? • What makes a leader worth following? • What can be learnt from studying Jesus?
Ways of seeing the World	<ul style="list-style-type: none"> • What is special about the natural world? 	<ul style="list-style-type: none"> • How do creation stories say how the world began? • How should the world be treated and why? 	<ul style="list-style-type: none"> • What do the religions say to us about our beliefs? • How could people who are different share the world's good things more fairly? • What religions are found in our communities? • How do people express their faith through art?