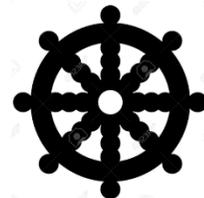
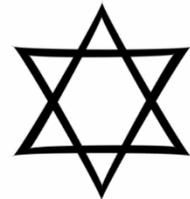
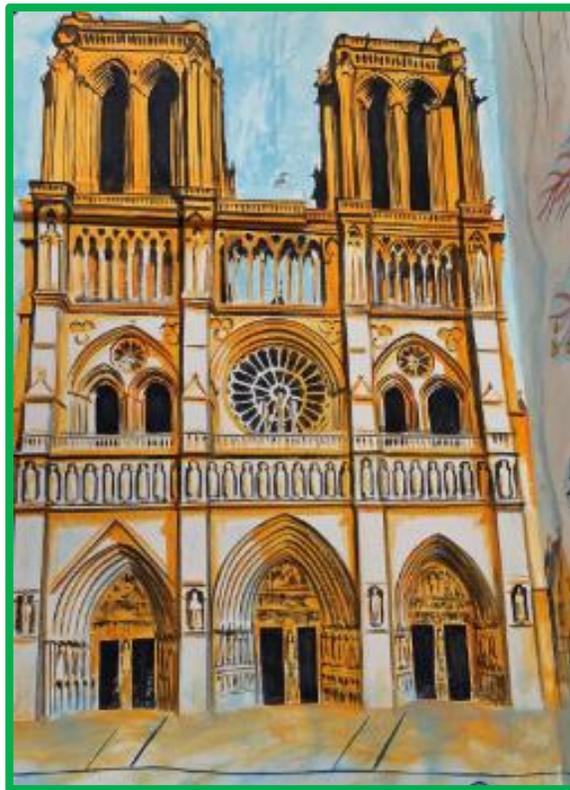




Meadowside
Primary School

Growing at Meadowside Primary School

RE Policy



Mrs Noureddine



Growing at Meadowside Primary School



“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – *Why RE Matters -The RE Council*

Intent

At Meadowside Primary School it is our aim to allow pupils to explore their own beliefs and traditions and those of others in a meaningful way. We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world's faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences

Implementation

At Meadowside Primary School we follow the Northamptonshire Agreed Syllabus and Discovery RE the Scheme of Work for Religious Education. All the learning has an enquiry based approach and is relevant for all learners, whether they have a faith or not. Each area of study is based around a question that enables children to be active, thoughtful, reflective and expressive in their thoughts. We use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning. At Meadowside Primary School, children are informed about a variety of religious festivals that take place throughout the year to demonstrate how people with different religious beliefs live and worship alongside each other. Our Religious Education curriculum is enhanced further with outside visitors and trips to places of worship in our local area.

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Impact

Meadowsides holistic approach to Spiritual, Moral, Social and Cultural development (SMSC) and British Values helps to prepare pupils for life in the 21st century. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and non-religious views and explores their responses to life's challenges. The RE curriculum refers to those who live out their beliefs and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to thrive both within their own community and as members of a diverse and global society.

Legal Requirements

2. The school curriculum in England

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

The National Curriculum in England: framework document – September 2013, p.4

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity as well as the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the world views represented locally and in the United Kingdom.

Essential Characteristics

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Threshold Concepts

- **Understand beliefs and teachings**
This concept involves understanding the key teachings of various religions.
- **Understand practices and lifestyles**
This concept involves understanding the day to day lives and practices of various religions.
- **Understand how beliefs are conveyed**
This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.
- **Reflect**
This concept involves an appreciation of how religion plays an important role in the lives of some people.
- **Understand values**
This concept involves an appreciation of how many people place values as an important aspect of their lives.

Time Allocation

The recommended time allocated for RE is:

- EYFS: Minimum 30 hours teacher-led activities.
- Key Stage 1: Minimum 36 hours in a school year.
- Key Stage 2: Minimum 45 hours in a school year.

The time will consist of weekly sessions or blocks of RE, linked with cross-curricular topic work.

Planning

For RE: Planning is drawn from the scheme of work and will be based on the RE Agreed Syllabus 2018-2023.

- It is intended for units of study to be evaluated to assess how well they meet the requirements of the agreed syllabus and the needs of the children.
- Visits to places of worship are planned to compliment the SOW. It also presents different religions in a positive and exciting way highlighting their importance. Visiting speakers from the local community will be invited into school to share their experiences with the children.
- A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.
- At Foundation Stage RE is not taught as a distinct curriculum area, however RE Agreed syllabus provides support units for both Nursery and Reception to adapt and use.
- At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is also opportunity for smaller religions to be studied as well as atheism and agnostic points of view.

The 2018 syllabus recommends that all key stages use 'Enquiry' methods and when planning and delivering units of work. When planning units of work, a range of approaches to learning matching different types of enquiry, should be used, for example:

- 'Big Questions' are used as the focus of an enquiry.
- Using experiential and creative activities where pupils can develop their insight into the 'experience' of religion.
- Using reasoned argument and debate where pupils can explore controversial issues.
- Using investigative and interpretative skills where pupils need to gather, analyse and present information.
- Planning sequenced enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations.
- The enquiry process allows pupils to progress in RE. This progression is defined and assessed.

Monitoring and Assessment

Assessment will involve observation, discussion, group work and sometimes written work (when linking with cross-curricular topic work). At the end of each academic year, tracker grids are to be completed and stored on the shared area, where they can be accessed by the RE lead and all other members of SLT. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work to stretch and challenge their thinking.

Equal Opportunities

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or social background by:

- Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
- Ensuring all forms of bullying and harassment, linked to faiths, are challenged.
- The provision of up to date resources without stereotypical bias of race or gender.
- The provision of standardised work to support the learning of children of all abilities.
- Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.
- The provision of good role models by the adults they encounter in school.

Withdrawal from Religious Education

Parents have the right to withdraw their child from Religious Education provided they give written notification to the school. This will be discussed with the Head Teacher and Class Teacher.

Stretch and Challenge in RE

Breadth and depth in RE for all pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief at an appropriate level of challenge for their age. For example, RE should provide the opportunity for pupils to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives. RE should also provide opportunities for pupils to reflect and relate their learning in RE to their own experiences.

For more details on RE in schools please see Northamptonshire S.A.C.R.E. Agreed Syllabus for Religious Education.