

# Meltham CE (C) School



## Religious Education Policy

<b>Policy Date:</b>	March 2016	<b>Version:</b>	1.1
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<b>Approved by:</b>	P White: Chair of Governors		
<b>Review Date:</b>	March 2020		

### 1.0 Aims

- To create a high-quality consistent approach to Religious Education teaching and learning across the school.
- To give every child access to a broad, balanced and creative curriculum, where all the children are valued and respected.

### 2.0 Roles and Responsibilities

#### 2.1 The Governing Body

Governors have overall responsibility for the quality of Religious Education provision in the school.

#### 2.2 Senior Leadership Team

The SLT has responsibility to ensure the RE policy is implemented throughout the school through work scrutiny, lesson observation and discussion with pupils.

The SLT also monitors and evaluates the impact of policy development on the quality of learning, reviews the teaching of RE in light of new developments and initiatives and deploys staff to ensure that the quality of provision is secure..

#### 2.3 Subject Manager

The Subject Manager has responsibility for improving the standards of teaching and learning in RE to impact on pupil progress by means of:-

- taking the lead in policy development.
- auditing and supporting colleagues in their CPD.
- supporting the purchase and organisation of resources.
- Attending courses, network meetings and disseminating information.

- Monitoring and reviewing the teaching and learning of RE.

## 2.4 The Role of the Classroom Teacher

Classroom teachers have responsibility for

- implementing the RE curriculum according to the policy document
- ensuring high standards of teaching and learning within the classroom.
- assessing pupil learning and setting appropriate targets to ensure progression in RE
- ensuring RE is accessible to all pupils through differentiated activities and appropriate support.

## 3.0 Policy

### 3.1 Purpose of Religious Education

Religious Education enables pupils

- to learn about religion and to develop knowledge and understanding of world faiths
- to understand what it is to be a believer
- to learn through reflection and evaluation
- to learn responses to religious and moral issues
- to consider its relevance in their own lives

Our world is enriched by a wide and profound diversity of cultures and beliefs. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult, or 'risky', questions can be tackled within a safe but challenging context. We aim to promote pupils' spiritual, moral, social and cultural development, so that they are prepared for the opportunities, responsibilities and experiences of life. Religious education contributes dynamically to our children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality and issues of right and wrong.

In school, the curriculum is based on the Local Agreed Syllabus for Calderdale and Kirklees, produced by SACRE for teaching from September 2014.

### 3.2 Planning

The Kirklees and Calderdale Agreed Syllabus has three aims for pupils:

- A. To know about and understand a range of religions and other world views;
  - B. To express ideas and insights about questions of beliefs and meaning;
  - C. To investigate and respond to important questions for individuals and the wider community.
- At Foundation Stage RE is delivered in line with DFE 2013 EYFS profile, through planned and purposeful play and through a mixture of child and adult led activities.

- At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside Judaism and the understanding of non-religious approaches to life.
- At Key Stage 2, teaching and learning includes Christianity, Islam, Judaism and is extended to Sikhism, alongside an understanding of non-religious approaches to life.

We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and ensure that the planned progression of work offers the children an increasing challenge as they move through the school. Teachers focus on effective questioning techniques in order for the children to gain a deeper understanding.

### 3.3 Visits

Visits are organised to places of worship and representatives from different faiths are invited to come into school to talk to the children.

### 3.4 Assessment

Each unit is assessed against the end of unit expectations from Kirklees and Calderdale Agreed Syllabus for RE. Children are assessed as either working towards, working at or working above the year group expectation.

### 3.5 Monitoring and Review

The Subject Manager conducts pupil interviews and audits pupils' work in accordance with the school's monitoring program. The Subject Manager has an annual action plan of targets which is reviewed at the end of each year.

### 3.6 Resources

The Kirklees & Calderdale Agreed Syllabus for RE provides links and suggested resources. Books, artefacts and DVDs can be found either in the strong room (KS2) or in the cupboard in the KS1 corridor.

Resources can also be found in the RE folder on the server.

Copies of the Qur'an are stored on the top shelf in the staffroom along with guidance on handling.

### 3.7 Parents' Right to Withdraw Children from RE

The 1998 and 1993 Education Acts establish parents' rights to withdraw their children from Religious Education provided they give written notification to the head teacher. If a parent is considering withdrawal from RE we will listen to their concerns. However, by the fact parents have opted to send their children to a Church of England school, it is hoped that this will not be necessary and parents feel comfortable with the type of Religious Education being taught.

## 4.0 Appendices