

EVINGTON VALLEY PRIMARY SCHOOL
Caring and Learning Together

RE Policy
2017-2019

Presented to Staff: Summer 2017
Presented to Governors: Summer 2017

Review date: Summer 2019
Stakeholders Review: Summer 2019

The school's vision statement is;

Evington Valley Primary School
'Caring and Learning Together'

Evington Valley School promotes high achievement, fairness and equality of opportunity by working with children to:

- develop social, emotional, physical and spiritual well being
- create a caring and respectful attitude and approach to others and the environment
- develop independent and collaborative approaches to learning
- gain skills that will prepare them for modern Britain and the world they live in
- achieve their potential in all areas of school life
- cultivate a highly motivated, inquisitive approach to learning which continues throughout their life

We believe that each child will succeed through experiencing quality in:

- an enriched, stimulating and caring environment
- an appropriate, broad and challenging curriculum,
- effective learning partnerships between staff, pupils, parents and the community
- motivational teaching and interactive learning

The Aims of RE at *Evington Valley Primary School*.

RE at *Evington Valley Primary* will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Leicester City LA updated 2014-2019.

Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Leicester and the United Kingdom;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
- develop the ability to make reasoned and informed judgments about religious and moral issues, with reference to the teachings of the principal religions represented in Leicester and the United Kingdom;
- enhance their spiritual, moral, social and cultural development, to prepare children for life in modern Britain, by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

Context

- The context of RE at *Evington Valley Primary* is that of a large primary school located close to the centre of the city. Almost all pupils are from a range of Asian backgrounds. Most pupils speak English as a second language. The school serves children in the age range 3-11.

- We work to the Leicester City Agreed Syllabus ‘One Leicester: Harmony and Diversity’ 2014-2019
- We recognise the variety of religious and non religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local faith communities in RE and in general.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

Time Allocation

The National Framework for RE (DFES 2004) recognizes RE as a statutory core entitlement for all pupils. The Dearing Review of the Curriculum (1996) recommended a minimum of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two, a recommendation endorsed by the Leicester City Agreed Syllabus, 2014-2019. The time allocated at *Evington Valley Primary* will be 36 hours per year at Key Stage One and 45 hours per year at Key Stage Two. In EYFS RE will be integrated into programs from early learning goals. RE will form part of the planning in the EYFS; although there is no specific time allocation it is expected that there will be approximately 20 minutes per week of teacher input. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in light of the Leicester Agreed Syllabus. RE will be based around termly themes or cross curricular units in Key Stage One, where Christianity, Hinduism and Islam will be the major religions studied. At Key Stage Two pupils will learn about Christianity throughout the key stage, and will also have major learning opportunities with regard to Sikhism, Hinduism and Islam. Other religions that are also briefly mentioned in specific topics are Judaism, Buddhism, Jainism and Humanism. All the religious education topics have an emphasis on learning through questioning and enquiry.

No teacher can be an instant expert in six religions. Staff who feel the need to build up their own subject knowledge can use the beginners’ guides in the Agreed Syllabus support materials.

Teaching and Learning Styles

OFSTED reports suggest that the range of teaching and learning strategies in use in RE is often too narrow, in the over-use of stories and a limited range of drawing and written tasks. Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. In response to the 2014-2019 SACRE update, ‘big’ questions and enquiry based learning is being introduced and woven through existing plans. The use of RE weeks is also being encouraged, using RE as the driver for a range of subjects. As Evington Valley promotes SEAL (Social and Emotional aspects of Learning) as a part of its PSHE programme, RE encourages the use of these skills as they are developed. RE also has clear links with provision for pupils SMSC development, British Values and preparing pupils for life in modern society.

Resources

Resources are stored in the music studio and the wooden cabinet in the foyer while reference material for staff is in the PPA room. The resources include books, religious artifacts, videos, DVDs, picture packs and posters. Staff may need to familiarize themselves with the new materials.

Visits to places of worship

We are able to visit the Masjid Umar Mosque and St Philips Church in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We shall aim to use this valuable resource for all classes. Children will have the opportunity to make the following visits during their time at *Evington Valley Primary*.

Year 1 and 2

Masjid Umar Mosque and St Philips Church

Year 3 and 4

A Gurdwara, and/or Guru Nanak Community Centre, East Park Road.

Year 5 and 6

A Hindu Temple, St Philips Church and Masjid Umar Mosque

A directory of religious visits has also been created by the RE subject leader for all year groups, in order for all staff to have access to contacts and religious places to visit for specific religions studied. The religious places included in the directory are: Churches, Mosques, Gurdwaras, Hindu Temples and Synagogues. Therefore, all year groups are expected to organize their own religious visits. However, if any support is required to organize these educational visits then they may ask the RE subject leader. Where a trip out of school cannot be arranged, a religious visitor or in school workshop can be organized, such as 'Remembrance' workshops, or a visit from children of a similar age who follow a particular faith.

Matching Work to Pupils' Needs

Whole school policy with regard to special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational 'ability'.

How Religious Education helps us to deliver our inclusion policy:

At Evington Valley RE makes a significant contribution to inclusion for all specifically...

Gifted and talented pupils
Pupils with English as an additional language
Pupils of both genders
Pupils from minority religions

RE will focus on promoting respect for all, community cohesion, challenging stereotypical views and appreciating difference positively with explicit teaching of respect and tolerance as part of our British Values work.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. We will make effort and attainment comments on each child's progress in RE within their annual reports, based on regular monitoring of work. We record an age related expectation 'step' system in line with other subjects.

The RE coordinator/Governors will carry out a book and planning scrutiny at least once a year, as well as conducting pupil interviews to make sure that children are able to talk about and describe their learning in RE. Evidence of work, trips and 'special' assemblies are recorded within the 'Gridmaker' system to ensure a breadth of learning is achieved within each key stage and across the school.

Monitoring, Evaluation and Review

This policy has been updated in line with the update of the locally agreed syllabus and we intend that it should operate for the next year, and then in consultation with staff and governors be reviewed. The subject leader's role includes the monitoring and evaluation of this policy in practice.

Self Evaluation, RE and Inspection

The subject leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self evaluation and review.

Withdrawal

We note the right of parents to withdraw their children from some or all of RE and that teachers can, on a matter of conscience, apply to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Please refer to the subject leader or head teacher any questions from parents about withdrawals.

Named Subject Leader: Mrs S Street

Date: April 2017