

## RE Policy

### Introduction

Religious Education is an important element in the broad and balanced curriculum we aim to provide at New Ash Green Primary School. Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that they provoke.

### The aims of religious education are:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure all pupils:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance, and impact of all religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

### Legal requirements

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the Kent Local Authority's (LA) Agreed Syllabus and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils to a particular religion.

### Time allocation

Religious Education is taught weekly as a separate subject. The annual time allocated is 36 hours in Foundation Stage and Key Stage 1 and 45 hours in Key Stage 2 in accordance with the Dearing Review of the National Curriculum 1996 and the Kent Agreed Syllabus 2017.

### Breadth of study

As a school, we recognise the fact that RE plays a pivotal part in making pupils aware of the diversity of the United Kingdom and more specifically Kent. Due to this and to ensure sufficient breadth of study, the following age groups study the following religions:  
(NB: it should be noted that the majority of the time should be dedicated to Christianity.)

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians, Muslims and Jewish people

7-11s Key Stage 2	Christians, Muslims, Hindus, Jewish people and Humanists.
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## **Planning**

### **Long term planning**

There is a long-term plan that is available to all member of staff on the Shared Network. This plan has been carefully created to ensure adequate coverage.

### **Medium term planning**

Every term, each year group will produce a medium-term plan that covers the RE learning that is to take place. This document ensures that subject coverage is met and that the subject leader can see a progression through the unit of work.

### **Short term planning**

The medium-term plan aids teachers in completing their short-term plans (foundation subjects). This document will contain what the learning intention is and what the activity (if applicable) is. During the lesson, the teacher is expected to annotate this document to ensure the ongoing assessment is taking place.

## **Parental Involvement**

We encourage parents to be involved by:

- Inviting them into school two times yearly to discuss the progress of their child.
- Providing parents with a termly newsletter which includes information about their child's RE learning.
- Providing parents with a yearly report of their child's achievements.
- Providing Learning Together activities to be completed termly.

## **Inclusion**

All pupils receive and are given equal opportunities regardless of religion, race, gender, physical disabilities and family backgrounds. A differentiation of activities and teacher's approaches are adapted to the needs of individual pupils where and when appropriate. This allows for the needs of the less able and exceptionally able pupils in the school. Liaison with the Special Needs Co-ordinator is on-going across the school concerning the appropriate learning resources in the planning stages and individual cases.

## **Assessment**

Assessment is an integral part of teaching and learning and is a continuous process.

### **Short term**

Pupils' work is assessed during and after each lesson. All members of staff are aware of the importance of both teacher and teaching assistant making observations about pupil learning to ensure that they can be suitably challenged. Assessment is also carried out after a lesson through the teacher marking every piece of work in accordance with the school's marking policy.

### **Medium term**

At the end of a unit of work, pupils are assessed through the class teacher making a judgement by exception in relation to the skills being taught in said unit. This is to allow staff members and the subject leader to identify those pupils who are falling behind or those who are working above the expectations for their age. This will then enable staff to put the relevant support in place to ensure that all children can reach their potential.

### **Long term**

At the end of the year, all class teachers will share with the new teacher their assessment of the children in their class. The intention is for the next class teacher to become familiar with the documentation and in turn enable them to immediately provide suitable challenge for pupils.

### **Resources**

Across the school, members of staff are encouraged to make use of both artefacts and digital resources. We firmly believe that such resources allow the subject to come alive for pupils and enriches their experiences. There is a catalogued collection of artefacts relevant to the teaching of RE which all staff are made aware of and know they can access them to aid them in their lessons.

### **Visits/Visitors**

As a school, we recognise the importance of outdoor learning. Due to this, every year a class takes part in an outing to a site that links to their classroom learning.

Furthermore, we also work closely with St Peters and St Pauls New Ash Green and Ash Church. This enables: our assemblies to retain a Christian ethos and visits to the church when appropriate to the pupils' learning objectives.

### **Role of the RE subject leader**

- To lead in the development of RE throughout the school.
- To monitor the planning, teaching and learning of RE throughout the school.
- To provide teachers with support in the teaching of RE.
- To monitor and maintain high quality resources both digital and physical.
- To keep up to date with new developments in the area of RE.

### **Right of Withdrawal**

The 1988 Education Act gives parents the right to withdraw their child from Religious Education. It is the policy of the school that such requests are put in writing to be kept on the child's file. There is also provision in the Act to safeguard the rights of staff who do not wish to teach Religious Education or take assemblies. Parents and carers of pupils who have arrangements for their child not to attend some assemblies or RE lessons will provide suitable alternative work for their children to complete.