



Keresforth Primary School

RE Policy

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Religious Education Intent

With the high expectations we hold at Keresforth Primary school, we aim for the majority of children to reach age related expectations or have made good progress from their individual starting points. We hope to develop a more compassionate understanding of the religious traditions, beliefs and practices that are followed in our multi-cultural society.

Implementation

Our school follows a comprehensive long term plan which focusses on skill progression from foundation stage to year 6. Teachers have the themes, plans and WALTs given with links to a range of resources. The lessons are carefully planned to consider our community and school's needs, and sequenced accordingly throughout each key stage.

The children are taught to understand and appreciate religions that are in our very rich community through exciting cross curricular lessons. By linking lessons in Art, Drama, Literacy, ICT, Music, Geography and History, we aim to teach Religious Education as a part of a full and rich curriculum. Children will take part in whole school events and activities that celebrate our faith throughout the year. (Harvest assemblies, Nativities, Easter concerts).

Implement Throughout school:

- Children will have opportunities to handle religious artefacts and explore sacred texts.
- Children will use imaginative play, drama or other role play scenarios to express their feelings and ideas during RE lessons.
- Children will be exposed to different images, stories, music, art, dance and cultures and be encouraged to respond thoughtfully.
- Children will meet representatives from different religions in our community.
- Children will take part in whole school events and activities that celebrate our faith. (Harvest assemblies, nativities, Easter concerts)
- Children will have the opportunity to take part in quiet reflection.
- Children will be able to compare different religions, world views and beliefs with contemporary situations.
- Children will be able to compare and discuss significant and historical events in different religions.

- Children will be able to debate, discuss, challenge beliefs, worldwide views, ideas and ask deep questions.

Impact

As a result of participating in Religious Education lessons, Keresforth children will:

- Know and appreciate different religions that are in our very rich community.
- Have experienced exciting lessons that encourage tolerance and appreciation of difference faiths.
- Have the skills and knowledge to understand that although religions are different, they each have a set of core values.
- Have the tolerance, understanding and eagerness to learn about religions that are unfamiliar to themselves.
- Know a wide range of religious stories as a way to understand the different viewpoints of different religions.

Assessment

There is no formal assessment for RE.

Knowledge organisers, created specifically for our school, are used to check understanding of our bespoke RE lessons, following SACRE's guidelines. SLT use them as a tool to refer to during pupil voice sessions. These Knowledge organisers, with themes, end points and skills, give a focus for discussion around prior learning and allow children to go a little deeper and show their understanding.

Equal Opportunities

It is important that the contributions of all pupils should be valued in RE lessons, and no pupil should feel that he or she is discriminated against because of any views expressed. Children from disadvantaged background, or ethnic minorities should feel as valued as any other member of the class

Foundation Stage

Religious Education is provided to all pupils at Keresforth Primary School. In the foundation stage, RE is linked to the Early Learning Goals and provides children with the opportunity to explore the world of religion in terms of special people, stories, celebrations, places and

objects. RE can form a valuable part of the educational experience of children in EYFS. It can contribute to children's learning in several of the "Characteristics of Effective Learning" and "Areas of Learning and Development".

Specifically:

Personal, Social and Emotional Development

- Building Relationships
- Managing Self
- Self-Regulation

Communication and Language

- Listening, Attention and Understanding
- Speaking

Literacy

- Comprehension
- Word Reading
- Writing

Understanding the World

- People, Cultures and Communities
- Past and Present

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

The wider context for RE (From department of education)

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity.

Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new

issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

The Right of Withdrawal from Religious Education

Parents who wish to withdraw their children from RE should be aware of our aims and what we cover within our RE curriculum. Parents are invited to discuss this with the Head Teacher to make an informed decision about withdrawing their child from RE lessons. If a parent decides to withdraw their child from the entirety of the RE curriculum or specific lessons, they do not need to explain their reasons why. It is important to note that children who are removed from RE lessons will be supervised, though not provided with alternative lessons or work. Whilst parents have a right to withdraw their child from RE lessons, they need to be aware that children may encounter religion, beliefs or other aspects of faith in other areas of the curriculum in school, from which there is no right of withdrawal. On occasion, spontaneous questions about religious matters may be raised by students. Also, issues related to religion sometimes arise in other areas of curriculum, such as History, PSHE or Literacy.