



Policy title: RE

Date created: May 2021

Date ratified:

Next Review Date: September 2023

Signed:

1. Introduction

The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religious Education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and development as active and responsible citizens.

The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in Religious Education. These standards may be used to set targets for improvement and measure progress towards those targets.

The Agreed Syllabus contributes to a coherent curriculum for Religious Education and promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning. The Agreed Syllabus for Religious Education will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Cambridgeshire and beyond have been involved in its development.

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for RE is:

- DIVERSITY – promoting tolerance
- VALUES – Being a CofE school we ensure the promotion of Christian values
- ASPIRE – thrive on challenge and success and love the learning process
- RESILIENT – developing a positive attitude through working with others and independently
- THINK CRITICALLY – to ask questions
- ENGAGING – seeking cross curricular links where possible

2.1.2. Knowledge and skills

We encourage our pupils to play a full part in their own learning in RE, for example:

- as learners, by deploying skills, asking questions and exploring answers
- as individuals, using their own experience and background to reflect on questions of truth and morality and deeper meanings of life and death
- as citizens, promoting debate and dialogue, celebrating diversity, taking appropriate action, putting principles into action.

2.1.3 Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to RE outlines:

Understanding of the world: This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

2.1.4 Special educational needs & disabilities (SEND)

RE lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability and that everyone is involved within the unit of study.

2.1.3. Cultural capital and diversity

Ensuring the teaching of a broad range of religions whilst keeping within the confines of a CofE voluntary controlled setting.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge – Long Term Planning





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A long term plan for RE has been created to be reviewed by all staff. The coverage of RE across the school ensures that every two-year topic cycle includes 8 Christianity units and 4 units on other world religions (namely Sikhism, Buddhism, Islam, Hinduism, Humanism and Judaism).

2.2.2. Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed syllabus and the Understanding Christianity document and should demonstrate a build up of skills and experiences throughout the primary journey. An RE unit may take place through a series of weekly lessons, over a couple of whole days or even longer but roughly six afternoon sessions **per half term** is a guide to the time allocated.

2.2.3 Formative assessment

Teachers make assessments of children through observations made against the lesson objectives. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

2.2.3. Resources

Resources are currently stored in each classroom.

2.2.4. Learning environment

Use of display and other visuals are encouraged to enhance the learning experience for pupils. Teachers are encouraged to consider lessons that involve various evidence sources/recording opportunities for pupils for example, drama (role play – retelling stories), art (studying religious artefacts), PE (dance).

2.3. Impact

2.3.1. Summative assessment

Annual judgements for RE are made in Target Tracker for Y1-Y6 and RE is reported through the EYFS framework under Understanding of the World. Judgements are made through formative observations throughout the year.

2.2.4 Preparation for next stage of education

Using the LTP ensures that the children have been taught the necessary skills in order to aid them to be ready for their next stage of education.

2.3.2. High quality pupil work

Through a range of activities linking to objectives pupils of all abilities have the opportunity to show their understanding and produce high quality work.

2.3.3. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example, through the use of their English skills in RE books.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Pupils are encouraged to ask questions and comment openly yet sensitively. Pupils are provided with opportunities to practise their skills independently but also supported where needed.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities and beliefs in RE and aim to support each other to be the best they can be in a safe and supportive environment. Sensitive constructive feedback from both staff and peers is key and must be modelled and managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the RE coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Social, Moral, Spiritual, Cultural

Children will:





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- Share their learning in both evaluative and appreciative contexts.
- Make responsible moral decisions and act on them, helping others.
- Make an active contribution in RE sessions
- Understand, appreciate and contribute to a positive mindset culture

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of RE throughout the school.
- To monitor the planning, teaching and learning of RE throughout the school.
- To help raise standards in RE.
- To provide teachers with support in the teaching of RE.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere
- To lead collective worship sessions including Christian stories, greetings and prayers.

Children:

- To be positive when approaching RE lessons
- To try their best

5.2. Continuing professional development

Staff needs in CPD in relation to RE may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

Great and Little Wilbraham and Six Mile Bottom churches, Diocese of Ely, Ely Cathedral

5.4. Working with governors

The RE coordinator works with a link governor who reports back to the Full Governing Body progress in RE teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed.

5.6. Right to withdraw

Parents have a legal right to request "that a pupil may be wholly or partly excused from receiving Religious Education given in accordance with the school's basic curriculum." We encourage any parent who is considering making such a request to arrange a meeting to discuss their concerns with the head teacher. This is the link to the Cambridgeshire Agreed Syllabus for further information. [Cambridgeshire Agreed Syllabus for Religious Education](#)

5.7. Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson but where tools and equipment have potential dangers then it is imperative that if a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.8. Health and safety





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At all times a safe and healthy environment is maintained and risk assessments are undertaken to ensure there is a safe working environment. Any issues are reported to the Head teacher, the County health and safety policy should be adhered to for all RE activities.

5.9. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on RE.

6. **Links to other policies**

6.1. Curriculum Policy

6.2. Assessment Policy

6.3. Health and Safety Policy

7. **Appendices**

Long term plan for RE – found in Teams/Curriculum/General/Files/Long Term Plans





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