



Radleys Primary School

RE Policy

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Our RE Policy is based on the Walsall Agreed Syllabus – SACRE - (2016-2021) and should be read in conjunction with this document. It has been agreed by the strategic leadership team and approved by Governors.

Development Process

When was the policy adopted: September 2016 (New SACRE document)

When will the policy be reviewed (1): September 2021(Review of SACRE Curriculum)

When will the policy be reviewed (2) : September 2026

Signed: Head Teacher

..... Governor

Policy for Religious Education

Learning and Growing Together

Legal requirements

The Walsall Agreed Syllabus for Religious Education recognises that RE must be provided for all pupils in full time education.

Religious Education at Radleys Primary School is provided in line with and meets statutory/mandatory requirements, which are that:

- the curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school
- the religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain
- the religious education provided shall be in accordance with the locally agreed syllabus for Walsall.

Aims of Religious Education

In RE at our school we aim to enable pupils to:

Learn about religion by:

- Describing the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describing the variety of practices and ways of life in religions and understanding how these stem from, and are closely connected with, beliefs and teachings.
- Identifying and beginning to describe the similarities and differences within and between religions.
- Investigating the significance of religion in the local, national and global communities.
- Considering the meaning of a range of forms of religious expression, understanding why they are important in religion and note links between them.
- Describing and beginning to understand religious and other responses to ultimate and ethical questions.
- Using specialist vocabulary in communicating their knowledge and understanding.
- Using and interpreting information about religions from a range of sources.

Learn from religion by:

- Reflecting on what it means to belong to a faith community, communicating their own and others' responses.
- Responding to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discussing their own and others' views of religious truth and belief, expressing their own ideas.
- Reflecting on ideas of right and wrong and their own and others' responses to them.
- Reflecting on sources of inspiration in their own and others' lives.

Learning from religion is concerned with developing pupils' capacity to respond thoughtfully to and evaluate what they learn about religion. RE is carefully planned to ensure balance between these two areas of the subject.

School Context

Radleys Primary School serves children between the ages of 7-11 within Walsall in the West Midlands. We work to the Walsall Agreed Syllabus for RE and recognise the variety of religious and nonreligious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We are pleased to have the support of members of all local faith communities; we enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

Religious Education Curriculum planning

RE at our school follows a detailed scheme of work based on the 'The Walsall Agreed Syllabus'. Provision in RE is through termly themes (both thematic and specific) in Key Stage 2 pupils learn about Christianity throughout the key stage and also have the opportunity to study two other world faiths in depth; the recommended religions are Islam and Hinduism. In addition, to give value to faiths of all pupils attending the school, children also have an opportunity to study Sikhism and Judaism.

Walsall SACRE have provided our school with planned units written to accompany the RE syllabus, in support of teachers to teach with thoughtfulness and creativity. Individual plans are adapted appropriately to meet the needs of our children. Key

Stage 2 lesson plans are available for viewing and downloading from the school network through the Staff Drive. Each member of staff has a copy of the RE lesson plans and accompanying resources in a RE folder

RE makes a significant contribution to children's knowledge and understanding of the world and their personal and social and spiritual development. Stories, pictures, DVDs and artefacts help to provide insights into the beliefs, practices and lifestyles of different people.

Teaching Religious Education to pupils with Special needs

All pupils have an entitlement to high quality RE, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of specific groups of pupils. Learning takes into account the targets set for individual pupils in their individual education plans (IEPs). Teachers support learning by selecting and developing practical, interactive and visual strategies and materials.

Religious Education and ICT

ICT is used when appropriate to enhance the delivery of R.E. and enrich the children's learning experience. This includes new technologies e.g. use of I Pads, use of visualiser. Staff are asked to plan at least one structured ICT focus each term.

Assessment and recording

The assessments that teachers make as part of every RE lesson help them to adjust their future planning. Teachers match these short-term assessments closely to the teaching objectives. At the end of each term RE topic teachers highlight any children who have not reached the objective and any children who have far exceeded the objective. They note achievement and progress by assessing the pupils' work against the overall learning objectives for their block of lessons. The subject leader keeps samples of pupils' work in a portfolio. This demonstrates what the level of achievement is in RE in each year of the school.

Resources

We have a range of resources to support the teaching of RE across the school. This includes collections of artefacts for each of the major world religions, collections of teacher and pupils' books on these religions, posters and DVDs, ICT resources and a limited range of published schemes. Most of these resources are kept in our central resource area but further books are available to pupils in the school library and classrooms. We also use additional resource/artefact boxes from the Walsall Schools Library Service.

Pupils are encouraged to look after resources and in particular handle bibles reverently. Bibles are on display in every classroom, with appropriate class sets throughout the school.

Visits are an important part of the RE curriculum and serve to enhance and extend the learning within the classroom and school community as well as enrich sacramental programmes. Visits to places of worship are organised to ensure that pupils understand and respect that God can be worshipped in a variety of ways both Christian and non-Christian. Visits may therefore be arranged to:

e.g. a Gurdwara, a Mosque, a Synagogue and a Church (Whole school Christingle service)

Other Faiths

Our constant wish is to extend and strengthen links between home and school. This is a commitment shared by our staff. Every opportunity is sought to further strengthen existing links. We acknowledge and value the important role which parents have in the faith education of their children.

It is important that children are encouraged to have respect for the celebration of other faith communities and an appreciation that prayer has a place in their life. As such, our children will learn about the main beliefs of a variety of other religions. This is done through planned visits (i.e. the church, the Gurdwara, the Mosque or the Synagogue) or visitors into school and with the sharing of special celebrations within lessons that arise throughout the year from pupils within our school who are from other faiths.

Equality statement

All staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Withdrawal

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals.