Castle Hill Primary School

RE Policy

September 2021

Introduction

Castle Hill Primary School is made up of staff and pupils who originate from many nationalities, culture and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our children including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Legal Requirements

In accordance with the law, we provide religious education for all children registered at the school. Parents who choose to withdraw their children from religious education lessons are required to meet and discuss this with the Head Teacher.

The Scheme of Work

RE is taught in accordance with the aims of the agreed syllabus produced by Bolton SACRE 2020 syllabus. In this programme of work religious education is taught discreetly in units. Planning is completed on Castle Hill Medium Term Overview, Referenced to Bolton SACRE.

The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that children can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways.

Teaching and Learning

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and questions being explores. These elements set the context for open exploration of religion and belief.

Making sense of beliefs

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.

- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teaching, traditions, leaders) are used expressed and interpreted in different ways, developing skills of interpretation.

Making Connections

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reason for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Understanding the impact

- Examine and explain how and why people express their beliefs in divers ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

They offer a structure through which children can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Equal opportunities

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible links are made between religious education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop. Morally, spiritually, socially and culturally. In RE lesson, as well PHSE children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Recording, Marking, Assessment and Reporting

Classes record their work in books. Assessment takes place at the end of each unit in the scheme of work. This indicates what most children should know and understand. Judgements about children's achievements are made through formal assessment and regular marking of children's work.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and organises traing for other members of staff when necessary. RE is monitored by the subject leader in a number of ways

- Children book scrutiny
- Lesson observations
- Pupil voice

The feedback from lesson and book scrutiny is shared with the teachers and SLT

The scheme of work is evaluated every 5 years in conjunction with the launch of the Bolton Syllabus.