

Acre Heads Primary School



R.E. Policy

'A place to nourish thinking minds.'

Signed Staff:

Date:
Signed
Governor:

1. Introduction

RE is a basic subject of the curriculum and is therefore an entitlement for every child. Acre Heads Primary School will follow The East Riding of Yorkshire RE Agreed Syllabus. This policy has been prepared from guidance from the 2015 National Curriculum, The East Riding of Yorkshire RE Agreed Syllabus and The Prevent Training, Risk of Radicalisation and extremism. It complements the school's vision and aims which include reference to equality opportunity, cultural awareness and an ensuring a positive ethos for the benefit of all members of the school community.

School Context

The school is situated in an area with limited racial diversity. However, in the future it seems increasingly likely that racial diversity will increase, as it has in other areas within Hull and the East Riding. The main issues which the school presently has to consider with regard to race equality are grounded in this context and focus on ensuring that understanding and respect of cultural diversity are integral to the curriculum and the way in which the school works. Within this, the school has a duty to actively promote that understanding and respect, whether such diversity is present in the local area or not. At Acre Heads we are preparing the children for their future lives and the changing nature of society, both locally and beyond, along with increased global communication and cross-cultural opportunities make it imperative that all children are prepared well for their place in a racially diverse culture.

2. Aims

From new East Riding of Yorkshire Agreed RE Syllabus (March 2016)

3. Objectives

Attainment Targets in agreed syllabus (March 2016):

Attainment Target 1: Learning about religions

Attainment Target 2: Learning from religions

4. Breadth

Key stage 1 children will study Christianity and Hinduism

Key stage 2 children will study Christianity, Judaism and Islam.

Our 4 major faiths are Christianity, Hinduism, Judaism and Islam.

Judaism was chosen for Key stage 2 due to our local area eg synagogues, to link with SMSC in the community.

Islam was chosen for Key stage 2 to encourage understanding due to Acre Heads having children of this background and religion at our school.

Christianity represents at least 60% - the remaining proportion is equally divided between the other chosen faiths. These are not exclusive and various world faiths may occasionally be touched upon, such as Sikhism in year 4 and 5 and Buddhism in year 4.

The order was chosen as Hinduism at key stage 1 to enhance the units 1.3, 2.2 and 2.3. Then introducing 2 new faiths at lower key stage 2, Judaism to enhance the units 3.2, 3.3 and 4.1, and Islam to enhance the units 3.2 and 3.3. Therefore by upper key stage 2 the children have met all of the faiths and be able to revisit and refresh their

knowledge whilst using it in more detail to enhance their units from the agreed syllabus. (Please see our programme of units overview)

RE teaching is distinct from collective worship, which is not counted as curriculum time.

Assembly time will consolidate RE teaching but with an element of Christian worship.

5. Planning

A long-term plan is in place, based upon the East Riding of Yorkshire Agreed Syllabus, allowing for continuity and progression and building on prior learning.

Pupils receive an average of 45-60 mins/week of RE, representing at least 5% of curriculum time; when appropriate some of this may be blocked to provide a concentrated focus.

6. Teaching Strategies

An enquiry model, based on pedagogies from agreed syllabus

7. Cross-curricular links

RE can make important contributions to other parts of the school curriculum such as PSHE, history, literacy, education for sustainable development.

RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC development (see separate policy).

8. EYFS

The statutory requirement for RE does not extend to children under compulsory school age, but it can form a valuable part of the educational experience of children in the EYFS.

See agreed syllabus – Understanding the World and PSE Development early learning goals.

9. Equal Opportunities

All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. Care will be taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies. The school will ensure that the requirements of the DDA are met with regard to the risk of radicalisation and extremism.

10. Withdrawal from Religious Education

Parents may, as stated in the National Curriculum 2015, withdraw their child from all or part of Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, it is hoped that all parents and teachers will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.

11. Resources

Artefacts and resources are available in school.

Other East Riding of Yorkshire Council resources can be borrowed, by arrangement, from County Hall, tel: 01482 392435.

12. Assessment

The school policy for assessment, reporting and recording should be implemented in accordance with the suggested assessment tools in the agreed syllabus for RE. The school will use the end of key stage attainment statements from the East Riding agreed syllabus, March 2016.

13. Monitoring and Evaluation

Wherever possible the RE subject leader will evaluate, monitor and support RE teaching and learning throughout the school, against the standards set in the agreed syllabus.

15. Role of the Headteacher

Revised Jan 2018

- In collaboration with the subject leader, to monitor the implementation of the RE policy, teaching and learning.
- To ensure that the governing body is informed about the progress and profile of RE in school.
- Deploy support staff to maximise support for RE.

16. Review

As a result of the assessment, monitoring and evaluation process, the RE subject leader and staff will review the scheme of work as necessary.

The RE policy will be reviewed on a three yearly cycle in accordance with the School Improvement Plan.

Reviewed

10/01/18 RE Leader. S. Morgan.