



# **Glebe** Junior School

## Religious Education Policy

<b>Date</b>	<b>Approved by</b>	<b>Minute Number</b>
8 February 2021	Full Governors	FG12/02/21
22 March 2023	TLAC - Updated	TLAC05/03/23

## **RE (Religious Education) Policy**

### **Aim**

The Principle aim of RE in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development. 'The Agreed Syllabus for Religious Education, 2020.

RE is about asking questions, enquiring, reasoning about the world we live in. RE has a very important place at Glebe and links closely to our core values, honesty, respect and fulfilment. RE at Glebe encourages children to explore and develop their own faith, beliefs, values and traditions, as well as those of others, in a tolerant manner.

At Glebe children will:

- Experience different religions
- Respect the differences and diversity of our community and of others'
- Improve cohesiveness of the school
- Create an environment of awe, wonder and mystery of the world.
- 

### **RE Organisation**

RE, at Glebe, is taught once a week for an hour as is statutory. The subject itself is taught through enquiry based questions. These questions revolve around a main theme for the term, such as 'What are the deeper meaning of festivals?' The curriculum map shows how these questions and skills are shared throughout the year groups. RE is planned to allow children to gain deep subject knowledge as well as make progress in the required skills, such as questioning, recounting and identifying.

In accordance with the structure of the locally agreed syllabus, children at Glebe study Christianity, Islam and Hinduism including key festivals such as Hanukkah.

### **Principles of Teaching and Learning**

Children are taught R.E through a diversity of teaching approaches. They will be asked to challenge their and others' beliefs in a respectful way. They will be able to share their experiences, thoughts and suggestions in a tolerant environment. Alongside using their own and others' feelings, children will look for deeper meaning with the questions being split into Believing, Expressing and Living learning strands. The children will learn about Christian denominations, Islam, Sikh and Judaism, asking questions about what this means to them personally. Differentiated activities involve the following:

- Role play
- Music
- Art
- Crafting/ DT
- Writing for different purposes

R.E has close ties with many strands in PSHCE and the work for both subjects is published in their Learning For Life books. It also is used when challenging negative or stereotypical views of a non-tolerant nature. Many celebrations are identified and

celebrated in school. Within the majority of historical topics, religion and beliefs of a group of people is discussed and considered. Links to RE will only be made when it is appropriate.

Children will have access to a variety of resources to inspire their learning. These include:

- Artefacts
- Photos
- Videos
- Trips and visitors will be planned in to support learning.

### **Assessment**

Assessment is used in RE to monitor children's progress of both the skills they are acquiring as well as their subject knowledge. It is used by staff to differentiate the lesson for individual pupils accordingly. This then informs future planning.

At Glebe, we use 'I can' statements for the children to self-assess their own learning. Staff also consider the guidelines given by the Derbyshire Agreed Syllabus. These formal assessments inform teachers of a child's progress and allow them to report to parents.

### **Monitoring**

The subject leader monitors the subject. This is done in the form of planning and book scrutinise, pupil interviews, display walks, as well as interviews for CDP for staff. All these allow for the continuous development of both children and planning. The subject leader will provide reports for SLT and Governors on RE including next steps for improvement.

### **RE and Inclusion**

Religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. Religious education has a lead role in combating prejudice and negative discrimination within school and the surrounding community. Pupils are taught about stereotypical views and appreciating (positively) differences in others in a supportive and respectful atmosphere without fear of embarrassment or ridicule.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

builds on and is enriched by the differing experiences learners bring to religious education;

meets all pupils' learning needs including those with learning difficulties, those who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious and non-religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

When considering barriers which may affect a child's learning in RE, teachers act accordingly using support from the relevant specialist or documentation, for instance an Education, Health and Care plan (EHC) and tailoring the RE curriculum carefully to the special needs of a child.

## **Equal Opportunities**

Whilst RE is a statutory subject, parent may withdraw their children from RE lessons and the school has a duty to supervise them. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. 'Derbyshire Agreed Syllabus, 2014'

### **Provision and Withdrawal**

*Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents. Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998).*

### **Education Act (2002 Section 80 (1)(a); (2) (a) (b))**

*RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.*

### **Education Act (1996 Section 375 (3)) School Standards and Framework Act (1998, Schedule 19, para.5)**

At the beginning of each term parents/carers are to be informed of the outcomes for the RE sessions in a variety of ways, for instance the use of the school website and the curriculum overview.. If a parent/carer wishes to withdraw their child from RE lessons, they may do so. The school has a duty to supervise the child, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. This is to be agreed by the relevant stakeholders. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

### **Role of the Subject Leader**

The subject leader will be responsible for the resources, ordering more, consideration of visits from others as well as trips to enhance the children's learning, scrutinising planning/ learning and progress/ attainment.

### **Review**

This policy will be reviewed every 2 years and approved by the governing body.