

Religious Education (RE) Curriculum Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Dec 2016	Dec 2017	Curriculum and Community Committee	Governing Body	Makaila McKenzie

At The Devonshire Hill Nursery and Primary School, we believe that Religious Education (RE) has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

To promote the ideas of our school vision we believe that education in RE should be a child centered, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness. Children will have the opportunity to reflect and develop their spiritual awareness through stilling exercises. Thinking skills will be developed through child-led philosophical discussions.

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

SACRE stands for: Standing Advisory Council on Religious Education

This policy should be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 – **Guidance A**
- Haringey Standing Advisory Council for Religious Education – **Guidance B**
- The Agreed Syllabus for Haringey <http://amv.somerset.gov.uk/syllabus/>

Legal Requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988).

- RE must be taught according to a locally agreed syllabus prepared by a specially convened standing conference. At The Devonshire Hill Nursery and Primary School, RE is taught within the Haringey agreed syllabus for Religious Education
- RE must not be denominational but teaching about denominational differences is permitted
- RE must be provided for all registered pupils, but parents have the right to withdraw their children from RE lessons
- The Educational Reform Act (1988) states that 'RE must reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'. The Haringey Agreed Syllabus for Religious Education meets the above requirements.

The aims of RE in the school

The school's starting points are the two Attainment Targets in the county agreed syllabus:

- To develop knowledge and understanding of religion (learning about religion)
- To explore and respond to human experience (learning from religion)

At The Devonshire Hill Nursery and Primary School, we aim to help pupils to:

- acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience reflecting on their own beliefs, values and experiences in the light of their study

Religious Education is taught as part of a cross-curricular approach to learning. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

School Context

Religious representation at The Devonshire Hill Nursery and Primary School is currently (2016):

- | | |
|----------------------------------|--------|
| - Buddhism | 0.64% |
| - Catholic | 11.44% |
| - Christian (including Catholic) | 34.96% |
| - Hinduism | 0.21% |
| - Islam | 45.76% |
| - Judaism | 0% |
| - Sikhism | 0.21% |
| - No religion | 3.60% |
| - Other | 0.85% |

- Not Specified 13.77%

RE is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community.

Roles and Responsibility for the Policy

This policy is designed to enable teachers to provide high quality teaching and learning for all children in RE, enhancing their educational experience of RE. The policy will lay out the guidance for the delivery and teaching of RE for all staff engaging with the subject.

The Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of RE;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the House Captains and House Representatives in the development, approval, implementation and review of this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School leader for RE and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for RE and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Encourage parents to take an active role in RE curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by;
 - Observing teaching and learning
 - Planning checks
 - Engage with the pupil voice of the school
- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the link governor;
- Be accountable for standards in RE;
- Monitor standards by;
 - Auditing whole school resources for RE
 - Review the SACRE scheme of work
 - Monitoring teachers planning
 - Lesson observations

- Observe children's RE development and competence
 - Engaging with pupil voice
 - Conduct learning walks
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- Ensure continuity and progression throughout the school;
 - Devise a subject improvement plan;
 - Provide guidance and support to all staff engaging with the teaching of RE;
 - Provide training for staff when the need arises regarding RE;
 - Attend appropriate and relevant INSET and external CPD;
 - Keep up to date with new developments;
 - Undertake an annual audit and stock take of resources;
 - Purchase new resources when required and in preparation for the new academic year;
 - Manage the subject budget effectively;
 - Undertake risk assessments when required;
 - Review and monitor;
 - Annually report to the Governing Body on the success and development of this policy

The Link Governor will:

- Work closely with the Headteacher and the school Leader for RE;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Annually report to the Governing Body on the success and development of this policy

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the school Leader for RE to develop this subject area;
- Devise planning in relation to the SACRE scheme of work;
- Develop pupils' spoken language and RE ability;
- Plan and deliver good to outstanding lessons;
- Plan differentiated lessons which are interactive, engaging, of a good pace and have a practical element;
- Have high expectations for all children and will provide work that will extend them;
- Record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Pupils will:

- Be aware of and comply with this policy;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their RE education;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully and actively in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and RE resources with respect and care;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Engage with pupil voice consultations when necessary;
- Take part in questionnaires and surveys

The House Captains and House Representatives will be involved in:

- Determining this policy with the Governing Body;
- Discussing improvements to this policy during the school year;
- Organising surveys to gauge the thoughts of all pupils;
- Reviewing the effectiveness of this policy with the Governing Body

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:
 - Parents and open evenings
 - Parent-teacher consultations
 - Curriculum development workshops
- Be encouraged to work in school as volunteers;
- Be encouraged to respond to curriculum information newsletter;
- Be informed via curriculum statements leaflets and website;
- Asked to provide suggestions and ideas for improving this subject;
- Be asked to take part periodic surveys conducted by the school on curriculum development;
- Be invited to make presentations to pupils on aspects of this subject area;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand in homework on time;
- Join the school in celebrating success of their child's learning;

Policy Procedure

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the RE curriculum across the school.

Teaching and Learning Style

At The Devonshire Hill Nursery and Primary School, we also understand the value of extended learning through educational trips, visits and experts visiting our school.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year in-line with the scheme of work provided (SACRE)

Medium Term Planning

- Organises the subject into termly or half-termly sections using the scheme of work provided (SACRE)
- Is more detailed and the objectives are more specific in nature
- Is developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced curriculum is covered across each term

Short Term Planning

- Plans lessons in detail with specific class objectives reflecting the needs of all children within the class

Links with ICT

The use of information and communication technology will be used to broaden and develop the way children engage and consider RE education.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Gifted children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well-motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- Carry out continuous and ongoing teacher assessment;
- Carry out medium-term teacher assessment to measure progress against key objectives in the RE curriculum;
- Carry out longer-term teacher assessment to assess musical development against the RE curriculum and the wider school.
- Learning walks

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the School Leader for RE supported by the Headteacher and the SLT.

Standards will be monitored by:

- Subject observations
- Learning walks
- Pupil discussions
- Engagement with planning

Contribution of the Subject to other Areas of the Curriculum

RE can be linked to most curriculum subjects.

Resources

The school has a full range of resources to support the teaching of RE throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for RE in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

Training

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for RE
 - Teaching and learning
 - Planning
 - Assessment
 - Key skills
- Receive periodic training so that they are kept up to date with new information relating to the RE curriculum
- Receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Tuesday 20th December 2016.