



1. INTRODUCTION

It is a working document, which reflects the ethos and practice within the school in relation to R.E. It has been written with due regard to the requirements of the East Riding of Yorkshire Council Agreed Syllabus for R.E. and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The governing body should, in co-operation with the Head Teacher, determine the school's general policy and approach to R.E.

2. FUNDAMENTAL PRINCIPLES

The ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential – whatever their needs and irrespective of ability, disability, race or gender.

Through the teaching of Religious Education we aim to contribute to the development of pupils' understanding of a range of beliefs and values and to developing their knowledge and understanding of religion.

R.E. involves:

Developing a knowledge and understanding of the beliefs, practices and institutions of Christianity and other major world religions and exploring what effect these have on an individual's way of life. Ensuring that children understand the concept of 'faith', and that religious belief requires faith in something that cannot be proven.

R.E. involves the whole personality:

- Personal beliefs will be explored.
- Self understanding may be gained.
- Knowledge will be acquired.
- Skills will be developed.
- Emotions will be explored.
- Positive attitudes are to be encouraged

Religious education should be enjoyable and contribute to the growth of self esteem.

Objectives:

At Molescroft Primary School the objectives in Religious Education are to develop pupils':



Investigative skills:

- Explaining situations
- Looking for meanings
- Raising questions
- Assessing evidence
- Hypothesising
- Classifying
- Observing
- Recording
- Evaluating

Reflective skills:

- Critical awareness of self and others
- Reflecting on belief
- Considering evidence
- Developing a sense of wonder

Attitudes:

- Open-mindedness
- Self-awareness
- Respect
- Empathy
- Consideration
- Responsibility
- Curiosity
- Dialogue
- Questioning

The above skills and attitudes tend to be cross-curricular in nature, but have specific relevance to Religious Education.

3. PRACTICE

A long term plan is in place based upon the East Riding of Yorkshire Agreed Syllabus, which provides continuity and progression in the development of knowledge, awareness and respect.

A complete overhaul of the organisation of RE was completed in 2011. Whereas the teaching of RE in the school met the same high standards expected across the curriculum, the East Riding Syllabus was seen as being too fragmented. The result was the pupils did not get an opportunity to focus on a particular faith for long enough and could



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not immerse themselves sufficiently to gain the greatest possible understanding of different faiths. This resulted in confusion.

The new approach brought together our RE study on a whole school basis, with a clear focus on set faiths so that opportunities can be exploited across subjects, relating to calendar events and all year groups to raise the profile of RE and make it more significant and understandable.

Each year all the children study Christianity and one other world faith. This same religion is studied across the school. This enables teachers to be trained together and to ensure the key knowledge of all teachers is secure. There is awareness and support between colleagues, classes, parents and pupils. The whole school can mark and engage in festivals and traditions of the chosen faith. The school can have shared experiences such as visiting a temple or working with a faith leader. The chosen faiths in addition to Christianity are Buddhism, Judaism, Sikhism, Islam, and Hinduism. The units of work remain those of the East Riding Syllabus; the context however always remains Christianity and/or the chosen faith. The nature of the cycle of coverage ensures that those faiths covered in Foundation Year and Year 1 are repeated in Y5 and Y6.

Religious Education is delivered wherever possible through a cross-curricular approach using a variety of teaching methods. Activities focus upon central beliefs and key practices of the relevant religions traditions. Children are given the opportunity to consider personal thoughts, feelings and beliefs.

The work that the children will cover should be seen as the beginning of a continuum in Religious Education, which will be studied throughout the child's career.

Allocation of Time:

Pupils receive a minimum of 36 hours Religious Education per year; it is however, up to the teacher, and the considered needs of the class, pupils, ages and time-tabling how this time is blocked within the timetable. It is expected that intensive blocks, often linked to visits and/or visitors are more effective. Units of work are clearly linked to specific items and times of the year.

Resources:

Resources are organised and kept centrally under the care of the R.E. Coordinator. It is the responsibility of each teacher to return resources to the central store after use.

Resources are upgraded each year linked to the core faith being studied in addition to Christianity.



4. MASTERY

- **What it means to achieve mastery in the subject.**

Children have a clear and confident understanding of the beliefs of different religions, enabling them to empathise with followers of those religions and to critically consider their own personal responses to them.

- What does Coherence mean in the subject?

Building on previous learning.

- What does variation mean in the subject?

The ability to debate issues of religious significance with reference to evidence and argument.

Evaluating the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Distinguishing between opinion, belief and fact.

Distinguishing between features of different religions.

The ability to explain concepts, rituals and practices.

The ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media.

The ability to work together and learn from each other.

- What does structure mean in the subject?

Learning the key features in each faith year on year using the following skills:

Observing and listening.

Asking relevant questions.

Knowing how to use different types of religious texts as a way of gathering Information and how to approach those texts in a critical manner.

Knowing what may constitute evidence for understanding religion (s).

- What does fluency mean in the subject?

Making the association between religions and individual, community, national and international life.

Identifying key religious values and their links with secular ones.

- What does “making connections / logical reasoning” mean in the subject?

The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

The ability to see the world through the eyes of others and to see issues from their point of view.

Making the association between religions and individual, community, national and international life.

The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.



Key Concepts

- Beliefs, teachings and sources
- Values and commitments.
- Practices and ways of life.
- Expressing meaning.
- Identity, diversity and belonging.
- Meaning, purpose and truth.

5. S.E.N.

All pupils have access to the R.E. curriculum, subject to differentiation according to their individual needs and in accordance with the school's S.E.N. policy.

6. EQUAL OPPORTUNITIES

The R.E. curriculum will be delivered to all pupils, regardless of age, gender, ethnicity, disability or ability, subject to guidance and recommendations set out in the school's Equal Opportunities policy.

Rights of withdrawal

*Parents have the right to withdraw their child from all or part of religious education.
Teachers also have a right of withdrawal from teaching religious education.*

Requests for withdrawal should be made through the Headteacher.

7. ASSESSMENT AND RECORD-KEEPING

Evidence of work will be recorded through Short Term Planning, examples of pupils' work, photographs, displays of pupils' work and lesson observations.

Pupils' involvement and progress will be monitored and reported to parents through consultation evenings and annual reports. The reports will state whether pupils have met or exceeded the targets exemplified in the East Riding Syllabus; units of work.

Guidance is given in each unit of work regarding the focus for assessment of pupils' progress. Records are kept highlighting pupils who have exceeded or not achieved the clear objectives. Master recording sheets are found in the Assessment Policy.



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8. INSET

The R. E. Co-ordinator will organise INSET for the staff to ensure that colleagues are able to inspire children through R.E and are confident in their own knowledge of other faiths being studied.

9. THE ROLE OF THE R.E. CO-ORDINATOR

- 1: To monitor and evaluate practice by aiming to:
 - a) Be aware of current classroom practice and evaluate this against school aims and values.
 - b) Discuss needs and concerns with colleagues.
 - c) Look at R.E. Policy in the light of the locally agreed syllabus and national recommendations.
 - d) Keep the Headteacher aware of standards of achievement.
 - e) Encourage innovation in the organization and delivery of R.E.
- 2: To organise resources through negotiation and agreement with colleagues by:
 - a) Carrying out a resources audit and monitoring and organising these resources.
 - b) Establishing criteria and priorities for selecting resources.
 - c) Ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.
- 3: To support other members of staff by aiming to:
 - a) Demonstrate good practice, commitment and enthusiasm.
 - b) Be involved in INSET and organising INSET for colleagues.
 - c) Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
 - d) Advocate Religious Education and maintain its profile as detailed in the School Development Plan.
 - e) Advise on assessment and recording for Religious Education.
- 4: Communicate school policies and practice by:
 - a) Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
 - b) Liaising with other Curriculum Coordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
 - c) Talking to parents about school policies and practices, in particular Religious Education.
 - d) Talking to Governors about school policies and practices, in particular Religious Education. Introducing governors to curriculum policies as appropriate at Governors' Meetings and through liaison groups and working parties.



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- e) Preparing the necessary documentation for talking to Inspectors during an Inspection Period.
- f) Maintaining the Curriculum Coordinator's file to provide evidence of school development.
- g) Keeping up to date with developments in Religious Education.
- h) Overseeing extra-curricular activities that relate to Religious Education.

To whom responsible:

The Headteacher has the overall delegated responsibility of the school and as such the coordinator is directly responsible to him. However, as a Curriculum Coordinator, one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.