



Chalton Lower School

Religious Education (RE) Policy

Document Control		
Edition	Issued	Changes from previous
1	16/01/23	Previous Religious Education policy has been rewritten.

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
The Education Act 1996	
The Education Act 2002	
The School Standards and Framework Act	
DfE (2019) Religious Education in English schools	
DfE (2021) Statutory framework for the Early Years Foundation Stage	

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Approved By: Governing Body

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Statement of Intent

Chalton Lower School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the local authority.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) Religious Education in English schools
- DfE (2021) Statutory framework for the Early Years Foundation Stage

Roles and Responsibilities

The headteacher is responsible for:

- Preparing policy documents, curriculum plans or schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the LA.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the LA.
- Liaising with the headteacher about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the headteacher.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

Early Years Foundation Stage (EYFS)

All children in the EYFS will be taught RE as an integral part of their Personal, Social and Emotional Development and through the area of Understanding the World. All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling. All children will reflect on their feelings and experiences. Teachers will encourage imaginative play and curiosity in children.

Curriculum

Chalton Lower School adheres to the Central Bedfordshire locally-agreed syllabus for RE. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes. The school will make provisions to account for parents' right to withdraw their child from RE lessons. All pupils will have a high quality, coherent and progressive experience of RE. The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. Pupils will also be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

Teaching and Learning

The RE curriculum is delivered at least once a week for KS1 and KS2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain. Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils. Planning for RE will comprise of long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher. Short-term plans will include the details of work studied during each lesson and will reflect the lesson objectives and proceeding aims of future lessons. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation.

Assessment and Reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year. Formative assessment will be carried out routinely throughout the year. Assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term. The results from formative assessments will be used to inform teachers' lesson plans. Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their religious education.

Verbal reports will be provided at parent-teacher consultations during the Autumn and Spring terms. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

The progress of pupils with SEND will be monitored by the SEND Co. The SEND Co will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

Resources

RE resources, such as books, photograph packs and artefacts are stored in the hall cupboards. Display walls in each classroom or the hall will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.

Equal Opportunities

All pupils will have equal access to the RE curriculum. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Monitoring and Review

This policy will be monitored and reviewed on a regular basis by the headteacher and governing body. Any changes to the locally-agreed syllabus for RE of the LA will be communicated to the headteacher. Any changes to this policy will be communicated to all teaching staff.