



Verwood C of E First School & Nursery RE Policy 27th November 2019

This policy outlines the purpose and management of the RE taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

The importance of and entitlement to RE

Unlike other subjects R.E. is not in the National Curriculum. It is, however, a core subject. Verwood First School is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust deed of the school. The Governors in consultation with the Head teacher have decided, following advice from the Diocese, to adopt the Locally Agreed Syllabus and supplement this with material from the Diocese and elsewhere.

Aims and Objectives

In Religious Education at Verwood CE First School we aim that pupils will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe and wonder and mystery**

Inclusion, equality of opportunity and differentiation

RE forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with Religious education and develop irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. All children are given equal access to the programmes of study through differentiated support. Differentiation in terms of teaching methods and resources will be planned to meet the individual needs of the children. All children should have access to materials and opportunities suitable to their specific needs. Risk assessments are carried out before all fieldwork activities take place. Extra challenge is provided to deepen the learning of all children.

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better at RE. To ensure continuity and progression for all pupils the curriculum is carefully organised through a progression of skills EYFS – Year 4 to ensure that our pupil's skills, knowledge and understanding of RE develops in an effective way.

Approach to learning and teaching

We follow the Dorset Agreed Syllabus (Asking the Big Questions: Faith, Religion and Belief) which is based on children learning about religion and learning from religion. We focus mainly on Christianity and use the supporting resource, Understanding Christianity to develop the children's religious literacy on concept from the bible. The children are taught Judaism in KS1 and KS2 and Islam in KS2. In the Foundation stage, the children in Reception follow the Dorset Agreed Syllabus and make appropriate links to the Early Learning Goals.

In order to make Religious Education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

In RE teachers will:

- ensure that objectives for lessons are presented in the form of “key questions” that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- encourage discussion so that pupils clarify their thinking;

- Follow the school's RE progression of skills to ensure that learning is sufficiently challenging;
- provide pupils with regular feedback about their learning and about what they need to do next in order to improve;
- should determine the pupils' levels of knowledge and understanding, before, during and after units of learning;
- expect pupils to record their learning in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings, reports, PowerPoints and accounts;
- When possible, topic related visits are undertaken and outside agencies used to enrich pupils' RE understanding.

Summative Assessment

At Verwood First we believe that formative assessment focuses on how children learn and promotes their learning. We encourage the active involvement of children in their own learning and teachers assess children's learning in different ways. Teachers make assessments as part of each session to help them adjust their lesson plans. They match these short-term assessments closely to the learning intentions. Verbal feedback is given to help guide children's progress and broaden their perspective. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each child in relation to age related expectations and records the children's attainment. This is a basis for assessing the progress of the child and the class. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the curriculum leader and the next teacher at the end of the year. The curriculum leader keeps the RE floor books samples of children's work which evidences the achievement in Religious Education for each year group in the school. Understanding Christianity materials provide progression in each year groups for each concept, by allowing pupils to move from surface learning to deep learning across key stages.

Right of Withdrawal

At Verwood CE First School we wish to be an inclusive community but recognise that parents of course, have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at our school.

Responsibilities of Subject Lead

The RE subject lead has the responsibility to take a lead in developing RE further across the school; monitoring the effectiveness of teaching and learning; and the use of resources. The RE subject leader is responsible for the monitoring of the RE curriculum; monitoring may be through a range of methods including:

- assessment of pupils' learning
- scrutiny of pupils' learning and teachers planning across the school for progression and to identify strengths and areas for development
- discussion amongst staff and staff feedback
- formal observations
- Interviews with pupils

Policy Review

This policy will be reviewed in line with the school's policy review programme.