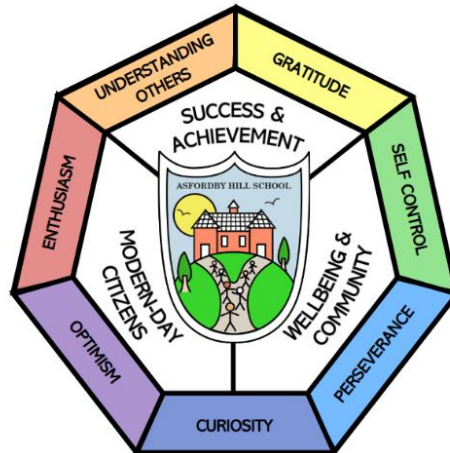


Asfordby Hill School



Individual Value; Valuing Individuals

RE Policy

<i>Our Vision & Aims:</i>		
<p><u>Success & Achievement</u></p> <ol style="list-style-type: none"> 1. All children have their personal success celebrated. 2. All children achieve highly, regardless of background. 3. All children are resilient, respectful and confident learners. 	<p><u>Modern-Day Citizens</u></p> <ol style="list-style-type: none"> 4. All children leave with deep, flexible knowledge. 5. All children leave literate, including digital literacy. 6. All children experience a rich, broad and balanced curriculum built on foundational British values. 	<p><u>Wellbeing & Community</u></p> <ol style="list-style-type: none"> 7. All children are happy and safe at school. 8. All children equipped to take charge of their own wellbeing. 9. All children experience an excellent personal development program.

This Policy Links With:	
Teaching and learning Policy SEN Policy	
Recommended:	Y
Statutory:	
Date Reviewed:	November 2024
Date of Next Review:	November 2027
Committee Responsible for Review:	QEHS
Agreed on:	

“We may have different religions, different languages, different coloured skin, but we all belong to one human race”

Kofi Annan

Rationale

Asfordby Hill Primary School recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that Religious Education (RE) is accessible to all pupils and teachers of any religious persuasion or none. We deliver RE in line with the Leicestershire Locally Agreed Syllabus 2021-2026.

RE should enable pupils to consider and respond to important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. It contributes educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

INTENT

At AHS we aim to enable all children to:

- Investigate the beliefs and practices of religions and other world views.
- Investigate how religions and other world views address questions of meaning, purpose and value.
- Investigate how religions and other world views influence morality, identity and diversity

through three areas of learning:

- **Believing** (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- **Expressing** (Religious and spiritual forms of expression; questions about identity and diversity)
- **Living** (Religious practices and ways of living; questions about values and commitments)

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

IMPLEMENTATION

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach RE in blocks and through RE days at Asfordby Hill School. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each block, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot

be forged with other subjects, RE is taught as a discrete subject. The local area and the community are fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion), Personal, Social, Health and Economic education and we strive to make good links where we can.

Learning and teaching in RE

At Asfordby Hill School, a wide range of imaginative teaching methods and pupil groupings are used to ensure effective RE sessions take place.

These include, but are not limited to:

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

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings, and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

Asfordby Hill School recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils will be encouraged to think rigorously, imaginatively and respectfully about their ideas in relation to religions and world views. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Asfordby Hill School caters for this by having a visit to a place of worship in each key stage and by inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

British Values

Through their understanding of world religions, children will develop an understanding of, and respect for, the British society in which they live. Children will explore British Values in relation to religions and beliefs and learn about rights and responsibilities, moral, spiritual, social and environmental issues. Through their understanding of different faiths and beliefs, children will be encouraged to develop their feelings of empathy, tolerance and understanding for others.

Religions and worldviews

Asfordby Hill School has followed the recommendations of the Leicestershire Local Agreed Syllabus for RE and has selected the following religions and worldviews for focused study in

each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so and will strive to make thematic links between religions and worldviews.

EYFS: Christianity (with visual thematic links to Judaism, Hinduism and Islam).

KS1: Christianity, Judaism and Hinduism.

KS2: Christianity, Islam, Humanism.

Every year group will study thematic topics, where learning from previously studied religions will be revisited and built upon.

EYFS

- All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.
- 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.
- All RE teaching and learning must have regard to the most up to date version of the DfE's EYFS framework.

Resources

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Assessment

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular unit assessments are undertaken using the given assessment criteria for each individual unit. We report pupils' attainment in RE in written form to parents once a year.

Inclusion and equal opportunities

Our whole school inclusion and Special Educational Needs and Disabilities (SEND) policies apply to RE. We teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education for all children. Our work in RE considers the targets set in the children's provision maps.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible. Some pupils may have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Asfordby Hill School. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning

- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

IMPACT

The teaching and learning of Religious Education will promote excellence and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents, carers and family members will be encouraged to be involved in the children's religious education learning. Religious Education will enable children to articulate and develop their own views about religion and world views with confidence, developing understanding and cultivating mutual respect, empathy and tolerance. Religious Education will help equip the children for life in an inclusive society.

Right of withdrawal

Parents have the right to withdraw their children either partly or wholly from RE. Our approach to RE, however, has been constructed in the hope that parents will rarely, if ever, wish to exercise their right of withdrawal. Those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.