R.E. Policy

The staff responsible for the R.E. policy are:

The Humanities Curriculum Leader Team

The governor responsible for the R.E. policy is:

The Governor linked to the Humanities Curriculum Leader Team

Agreed: 10th January 2025

Review Date: January 2027

Aims

At Roydon Primary School, we aim to:

- enable the children to know about and understand a range of religious and non-religious worldviews.
- enable the children to develop the ability to hold balanced and well-informed conversations about religion and worldviews.
- develop and extend the children's understanding of what it means to belong to a faith community.
- develop and extend children's ability to reflect upon spiritual, moral, social and cultural issues.
- enable the children to develop a positive attitude towards other people and their different beliefs.
- ensure RE is enquiry-led and multidisciplinary in approach
- ensure RE has continuity embedded.
- ensure there is progression and challenge.

Curriculum Guidance

The school follows the *2019 Norfolk Agreed Syllabus* and uses the Kapow scheme of work to implement it. Celebrations of Christian occasions will take place either at school or in other locations. Learning activities will be within a multidisciplinary approach and may be enriched by visitors and visits to local places of worship. Seasonal religious celebrations (e.g. Christmas, Easter) and also family celebrations (e.g. baptism) may be used to enhance children's understanding. Principal religions and world views studies are Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism and Humanism, as recommended in The Agreed Syllabus.

RE is taught weekly throughout the school year following the Kapow Religion and Worldviews long-term plan.

Reception children study Christianity and explore at least one other religion in terms of special people, celebrations and places. They may listen to and discuss religious stories, visit places of worship and be introduced to specialist words.

Years 1 and 2 (KS1) children learn about Christianity for 50% of the allocated time and one other principal world religion, for 25% of the time. During the rest of the time the children encounter at least one other principal world religion or worldview, ideally within the local context.

Years 3, 4, 5 and 6 (KS2) children learn about Christianity for 30% of time, with 20% of the time allocated to the study of each of two other world religions, one of which should be a non-Abrahamic religion, The rest of the allocated time is to encounter and explore at least one other religion, non-religion or worldview.

Organization

The teaching of Religious Education is by the class teacher or HLTA using the Kapow scheme of work that covers the Norfolk Agreed Syllabus requirements. The teaching must promote an enquiry-based, multidisciplinary approach and must be based on key questions. It needs to be concept-led and not solely content. The teaching and learning of RE must increasingly allow pupils to understand the theology, philosophy and impact of religion and belief in daily life. Lessons must cover the experiences and opportunities required for Foundation Stage and each Key Stage as set out in the Agreed Syllabus. Each half termly unit includes overarching big questions that are revisited, allowing children to apply the breadth and depth of their learning across various concepts. A more specific, focused enquiry question frames the learning across each unit. Both questions will allow children to explore the content they are studying, making comparisons and links within and across religions and world views and explore their own personal views.

Individual Needs

All children will be encouraged to take an active and equal part in all aspects of Religious Education. Through effective planning and adaptations, children will be provided with the opportunity to develop their knowledge and understanding of RE in contexts appropriate to their needs and experiences.

Assessment and Record Keeping

Assessment of pupils is carried out by teachers, and scrutiny of work and planning is carried out by the Humanities Curriculum Leader Team through:

- questioning, listening to and talking with children
- observing children working (individually or in groups)
- scrutinising a finished piece of work.

Assessment of progress will take place through on-going teacher assessment using the non-statutory age-related expectations, as set out in the Agreed Syllabus, and using the end of unit Kapow quizzes.

Resources

A range of resources is available in school to support each religion studied in RE. Resources such as visitors and places of worship in the local community will be utilised to enhance children's learning and experience.

Role of the Curriculum Leader Team

It is the role of the curriculum leader team to:

- monitor standards across the school;
- monitor coverage across the school;
- monitor assessment and learning across the school;
- identify INSET needs and make arrangements to meet them;
- regularly review this policy;
- review resources available within school.

Statutory Requirements

- RE must be provided for all registered pupils in full-time education, except for those withdrawn at their parents' request.
- RE must be taught in accordance with the current Agreed Syllabus (Norfolk Agreed Syllabus 2019)
- School must provide an annual report for parents on the attainment and progress of each child in RE.

Withdrawing Children from RE

Parents may request that their child be wholly or partly excused from RE.
Requests should be made to the headteacher, initially through discussion of options, followed up by a written request.