



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

R.E. Policy

September 2024



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1. Statement of intent

The place of Religious Education at Charlesworth VC Primary School is to inform our understanding and celebrate the Christian foundation of our school. It is also to understand and embrace those of all faiths or none.

As a non-denominational Christian School, Religious Education has a high priority in our curriculum. We know that the belief, individuality and spirituality of every child matters. We strive to ensure the children of Charlesworth VC Primary School are equipped with the skills needed to meet the challenges of our ever changing world and make their own positive contributions to our global society. Our vision is:

'Learning and Growing Together in Faith, Hope, and Love.'

1 Corinthians 13:13

Through carefully considered and structured planning our R.E. curriculum encourages children to:

- Explore the 'big' questions in a safe, caring and nurturing space.
- Understand the impact that faith has on the lifestyles of those with or without beliefs
- Discover how people of faith and no faith express their beliefs and explain their ideas.

2. Legal framework

This policy has due regard to statutory guidance. R.E. must be taught according to the locally agreed syllabus and focuses on being able to develop the children's breadth of thinking. The curriculum is a spiral curriculum, which follows the Derbyshire syllabus in content but is much more based on an enquiring mind. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions.

3. Legal parental right to withdraw

At Charlesworth VC Primary School, we continually advocate for the strength of our inclusive community, however, we recognise and respect that parents have the legal right to

withdraw their children from religious education on the grounds of conscience. In these instances, parents are invited to meet with the Headteacher – Phil Whiston, or the R.E. coordinator- Kathryn Barton, and are asked to confirm their right to withdraw in writing.

4. Roles and responsibilities

The subject leader (Kathryn Barton) is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of religious education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and supporting staff to source a range of resources to enhance the teaching of the subject.
- Ongoing communications with the teachers and staff throughout school to support planning, teaching and organising the subject.
- Ongoing communications with the teachers and staff regarding developments in the subject.
- Leading staff meetings/ INSET Days and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of R.E, to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision / challenge based learning.

The class teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' R.E. skills, with due regard to the national curriculum and the Whole School Curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders 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 subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Organising and providing training for staff regarding the R.E. curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.

- Advising staff on the inclusion of R.E objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

5. National Curriculum

R.E. is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to our Whole School Scheme for R.E. All pupils within KS1 and KS2 are taught R.E. in line with the requirements of the national curriculum and our Whole School Scheme for R.E.

Our Whole School R.E Scheme, focuses on being able to develop the children's breadth of thinking. The curriculum is a spiral curriculum, which follows the Derbyshire syllabus in content but is much more based on an enquiring mind. The scheme has a two year cycle, to cater for mixed age classes. Each topic is presented as a question (at an age appropriate level) and encourages the children to explore, understand and make sense of things for themselves. Our scheme supports the children to incorporate their knowledge of the Bible and the use the Bible as a guide to support them through challenging times or worries they may have. It has also supports the children to gain a deeper understanding of other religions and to provide them with the tools to ask challenging questions of their own.

Our detailed long term plan can be found on our school website by following the link below:

<https://www.charlesworthvcprimary.co.uk/re>

6. Cross-curricular links

Wherever possible, the Religious Education curriculum will provide opportunities to establish links with other curriculum areas. Opportunities will be identified by the subject leaders and by teams of teachers. Whole School Thematic plans, will identify a key area of the R.E curriculum to teach and will recognise all opportunities for cross-curricular links.

- Collective worship will provide additional opportunities for links but is discrete from the teaching of R.E. Skills are practiced and reinforced in challenge based learning / enhanced provision.
- Whole School Days and extra-curricular events such as Messy Church will support the children to develop links across the curriculum.

7. Teaching and learning

R.E. has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed throughout school with the Whole School Curriculum at the core. 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 different faith communities through both practical resources and the use of technology. Opportunities for visits to different faith communities or

opportunities from different faith communities will be considered and incorporated where possible. RE is taught regularly in line with statutory requirements this can be on a weekly basis or as a block of time, In order to make the learning engaging and purposeful for the children.

8.Planning

We have developed a long term plan to the teaching of R.E. to ensure our children receive the appropriate depth and breadth of study for their age. Our long term plan takes a spiralling approach with a coherent content. Children access core learning but can also dig deeper as they move to their next phase of learning. Theological thinking and enquiry is at the heart of our planning with reflection and response times weaved in to lessons and units of work. Teachers are responsible for reviewing and adapting plans taking into account pupils' needs and identifying the methods in which topics could be taught.

- Long-term planning outlines the units to be taught within each year group.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

9.Assessment and reporting

Pupils will be assessed through ongoing formative assessments and teacher assessments recorded regarding children's progression. Gathering evidence through floor books and observations, throughout the year, will support the teachers to plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing evidence from floor books or observations with them
- Pupils' self-evaluation of their own understanding and engagement in tasks/ discussions.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

10. Equal opportunities

- All pupils will have equal access to the R.E. curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing R.E. lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

11. Monitoring and review

- This policy will be reviewed on an annual basis by the subject leaders.
- The subject leader will monitor teaching and learning in the subject at Charlesworth VC Primary School, through team teaching, learning walks and staff discussion, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- A named member of the governing body (Dorothy Phillips and Joy Wright) is briefed to oversee the teaching of Religious Education, and meets regularly with the subject leader to review progress.
- Any changes made to this policy will be communicated to all teaching staff.