



Arno Vale Junior School

RE Policy

Date of policy: December 2017

At Arno Vale Junior School we aim to

- ☐ Enable children to gain a deep knowledge and understanding of the teachings, practices and life stories of principal religions and world views.
- ☐ Allow children to reflect on their own beliefs and values
- ☐ Allow children to grow in respect for themselves and others
- ☐ Promote understanding and tolerance
- ☐ Strengthen the respect for human rights
- ☐ Make RE learning engaging
- ☐ Integrate RE into school life
- ☐ Teach RE in units, once a term
- ☐ Use RE learning as a way to teach about other countries and cultures
- ☐ Use a variety of resources to help the children learn

Context and whole school picture

At Arno Vale Junior School we believe RE is a vital part of our children's education.

Pupils who follow the RE curriculum in our school gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others. We want our children to be able to gain insights from religions and philosophies and give them practice in 'skills for life', such as empathy, sensitivity, humility, and in thinking and communicating well. This links to our school value of respect. Religions offer a fascinating cultural phenomena, having limitless interest in their own right. This enables us to develop another of our school values, curiosity. RE is intellectually challenging and personally enriching. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

Planning

At Arno Vale Junior School, we refer to the Agreed Syllabus for RE in Nottinghamshire for planning units of work.

Medium term planning is based on the Agreed Syllabus and the units taught in each year group are attached in appendix 1. Most units are taught discretely, although some units will link with theme work (ie 2.16 refers to the Holocaust, which links with theme work in Year 5).

When taught discretely, each unit should be taught for an hour a week. When linked with theme, the time allocation should be equivalent to an hour a week.

The needs of differing groups of children, including those with SEN and children working at greater depth are considered during planning. Differentiation within lessons could take the form of:

- Ability grouping
- Differentiated resources
- Support or extension material taken from a variety of sources • Adult support

The main religions studied at AVJS are Christianity, Islam, Hinduism and Judaism but other religions may be studied as appropriate. Advantage will also be taken to teach children about religious festivals throughout the year, which may be done in class or during assemblies.

Visits from members of religious and belief communities are encouraged and welcomed at AVJS. We also have close links with the local church – St Marks at Woodthorpe and use is made of this link at special times during the year, and where appropriate, when a visit to the church, or from one of its representatives enhances a unit of work being taught.

We also aim to make our RE teaching relevant to the school community by making connections with our children's experiences outside of school.

Assemblies and Collective Worship

Our assemblies are linked to our school values and RE. Where appropriate, assemblies are linked to religious themes or celebrations.

Arno Vale Junior School is without a specific religious character, therefore our assemblies must be wholly or mainly of a broadly Christian character. This means our assemblies reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination. This means we aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs. We aim to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Parents have the right to withdraw their child/children from collective worship, but a request for this will be dealt with as detailed below 'Withdrawal from RE lessons'.

Assessment

There are currently no guidelines for assessing RE, however teachers are expected to assess how well the children meet the outcomes for each unit. This information should be shared with parents and their next teacher. All units should be taught in the way specified as the units build upon each other to ensure progression across the key stage. See also the Assessment Policy.

Quality of teaching and learning

RE lessons should be crafted to be engaging and stimulating yet with a strong focus on quality learning. There should not be an over-reliance on written work as a way of recording what the children are learning. Children should also be allowed to explore religious concepts through art, design, music or drama.

A range of teaching strategies are used to maintain interest and motivation, including direct teaching, questioning, demonstration and modelling.

Homework is not usually set unless it links to other curriculum areas.

The children are given regular oral feedback with positive comments, the marking policy contains further details.

Leadership and Management

The RE time allocation is 60 minutes each week.

ICT may be used in the teaching of RE to support, develop and practice skills.

Withdrawal from RE lessons

The headteacher and the school governors have a responsibility to ensure that religious education (and collective worship) is provided in the school and that parents/carers have information about the right to withdraw their child from all or part of RE.

Should any parent wish take up their right to withdraw their child/children from RE lessons, they will receive an offer to meet or communicate with the Head Teacher and RE subject leader. Although they do not have to give a reason for withdrawing their child/children from RE, the intention of the law is so that parents can arrange for their child/children to have their own RE rather than that offered by the school – not so that they could have free study time or take up some alternative educational provision. Therefore, parents are made clear about the educational objectives and content of the RE syllabus at AVJS so that they can make an informed decision. If a child is withdrawn from RE sessions, the school will ask parents/carers to provide alternative provision for the duration of the RE session/s.

The role of governors

The governors are informed about all aspects of RE at AVJS.

The governors also monitor the progress of the RE action plan.

The role of the Head Teacher

The head teacher establishes a whole school approach and keeps governors, staff and parents well informed about RE at AVJS.

The head teacher ensures that the RE subject leader is clear about what needs to be done and provides the necessary support and resources.

The head teacher and deputy head teacher also monitor the quality of teaching.

The role of the RE subject leader

The subject leader makes on-going contributions to the RE action plan by developing an overview of the strengths and weaknesses.

The subject leader also carries out tasks identified in the RE action plan and provides support to colleagues for planning, teaching, assessment and the use of resources.

The subject leader will periodically meet with groups of children from all year groups to gather their ideas and thoughts about RE at AVJS. These contributions are used to shape teaching and learning and the RE policy.

The subject leader works with the head teacher and deputy head teacher to monitor and evaluate progress and helps to identify any INSET or training needs.

The subject leader also keeps up to date with subject developments and shares them with colleagues.

The SENCO and support staff

- Work with the subject leader to plan the provision for children with SEN and encouraging inclusion in the RE teaching and learning
- Are familiar with the planning and are clear about their role in each lesson

Partnership with parents

At AVJS we keep parents informed about the school's approach to RE by providing a copy of the policy and related documents on the website. We also report on children's progress including what they are good at and what they need to do to improve.

Monitoring and Evaluation

Monitoring and Evaluation of RE at AVJS takes place during staff meetings, observations by management and the subject leader and subject leader non-contact time. Information gathered from Monitoring and Evaluation feeds into the RE Development Plan.

This policy will be reviewed by Dec 2019