



Welholme
Academy

RE Policy

Definition

RE aims to consider questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

Date produced – April 2022

Intent

Purpose of Study

At Welholme Academy we shape our RE curriculum to ensure it is fully inclusive to every child. Our intent is to support children to obtain and develop knowledge and understanding of both Christianity and other main religions represented in Great Britain. Our aim is to develop tolerance of all religions, beliefs and cultures and celebrate British values.

Religious Education is taught and strongly shaped in such a way as to reflect the values and ethos of our school, thus endeavouring to develop a culture of resilience, nurture and high aspirations. Whilst following The Standing Advisory Council for Religious Education (SACRE) we support and promote linking the RE Curriculum to all other areas, particularly PSHE (Jigsaw) and commemorative events such as Remembrance.

Aims

The curriculum for RE aims to ensure that all pupils develop religious literacy through

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews

Implementation

Organisation

At Welholme we use the Discovery RE Scheme. Each half term focuses on an Enquiry Question linked to a religion. The RE work carried out is recorded in an RE book. As well as written evidence, pupils may take part in discussions and debates, use artefacts and resources to learn about religions or visit outside providers for hands on learning experiences.

Resources

At Welholme Academy we understand the importance of first-hand experiences for our children and visits are encouraged where possible.

SEND

All children at Welholme Academy will access quality first RE teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in RE, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in RE with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in RE some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to RE are minimised.

Support in RE can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in RE as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Assessment

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in books links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to demonstration of knowledge and an awareness of differing points of view. End of Unit Assessments are used to help children retain knowledge. This also enables children to assess their own learning. In turn this supports teachers in providing feedback for children's work. Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant SACRE Curriculum statements for RE which are linked to the Discovery RE Scheme in the subject overview document.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

RE is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in RE throughout the school, and the RE Subject leads will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

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Date for review: