

NORTHCOTE PRIMARY SCHOOL

R.E. POLICY

R.E. AT NORTHCOTE PRIMARY SCHOOL

We follow the Liverpool SACRE 2020 – 2025 curriculum. We study and learn about being a Christian, Muslim, Hindu and Jewish person and link it to the UK in the present day. We are currently part of Humanities Opening Worlds and Y3 are allocated R.E. based on that provision.

1. VALUES AND ATTITUDES

Our approach to R.E. is in general based upon our school and LEA philosophy. In particular, Religious Education aims to equip young people to be constructive citizens of the world of the future. At Northcote, our school motto is caring, learning, growing.

This world is already highly mobile, with many people able to move from place to place, taking their faith and culture with them.

Whilst religious traditions in Great Britain are in the main Christian, account must be taken of the teachings and practices of the other principal religions mentioned above, in order to provide a balanced and broad curriculum. The teaching of Christian belief will not be distinctive of any particular denomination.

However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

2. AIMS

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

3. ORGANISATION OF R.E.

CLASSROOM PROVISION

Timetabling for Religious Education is the responsibility of each class teacher and may be in the form of a weekly lesson or a concentrated block. However, the equivalent of one hour per week should be allocated to R.E.

DAILY ACTS OF WORSHIP

The Agreed Syllabus states that Religious Education and the Acts of Worship are not the same thing. Time must be found in the school week for both. The 1988 Education Reform Act requires that a daily act of worship take place, which must, in the majority be a broadly Christian character without being distinctive of any particular denomination. However, material from other religions should be included occasionally to provide a knowledge of diverse beliefs and pattern of worship.

Parents have the right to withdraw their children from the act of worship. Teachers have the same right not to attend or participate.

The act of worship will happen as per details entitled "Assemblies" in the Staff Handbook.

4. TEACHING AND LEARNING STRATEGIES

The most appropriate teaching methods will be applied to suit the purposes of each learning objective. Whilst pupils may work individually, in pairs, in groups or as a class, it is likely that tasks will be carried out as a small group or individual activity. Individual work is displayed in an R.E. floor book. We encourage learning through investigation, based on first-hand experience. We also use clips from the internet, the use of religious stories and sacred texts, outside visits and teacher led discussions.

CROSS CURRICULAR LINKS

R.E. is often linked with other curricular areas, notably P4C, P.S.H.E. and English when dealing with human needs, feelings and experiences.

DIFFERENTIATION AND PROGRESSION

Differentiation will often be by outcome. The scheme allows for differentiation by including extension, support and re-enforcement activities, most notably during 'pop tasks'.

Progression will be demonstrated through long term planning.

ASSESSMENT

Having adopted the LEA Agreed Syllabus for Liverpool (Liverpool S.A.C.R.E. 2020), assessment is completed by 'I can' statements that are recorded against key skills. In line with the foundation policy of the school, 'pop tasks' are also used to assess pupil progress. In line with the school assessment policy, formative assessment is ongoing during R.E. lessons and units of work. Teachers will state on the end of term report is a child is beginning, developed or skilled in this subject.

RECORDING AND REPORTING

We report to parents through three open evenings, one per term. Parents also receive a written report detailing attainment at the end of the Summer Term.

SPECIAL EDUCATIONAL NEEDS

Pupils with special needs follow the curriculum at an appropriate level and activities should be adapted, extended or re-enforced for pupils as required. Provision for S.E.N. children must conform to the principals of the Agreed Syllabus. However, class teachers should exercise their own judgement in modifying the syllabus to match the ability of each child.

EQUAL OPPORTUNITIES

Every effort is made to ensure the R.E. tasks and activities are of equal interest and relevance to everybody. Equality of access to the R.E. curriculum is essential for all pupils, regardless of gender, ability, religion and ethnic background.

5. RESOURCES

The Resources base, both durable and consumable, is reviewed, renewed and developed each year from money delegated from the school's budget. Class teachers are required to inform the R.E. co-ordinator of any resources needed to be included in the next requisition. Equipment to support schemes of work may be requested by any member of staff.

REVIEW AND DEVELOPMENT

This policy will be reviewed bi annually, as will schemes of work. Development of teachers expertise may be provided through in school inset provision, in class support from the co-ordinator, focused staff meetings and attendance at externally held courses.

The findings and outcome of the review process will inform changes to this policy in the future.

Member of staff responsible :	Mr S McMurtry
Date Policy written:	October 2021
Date to be reviewed:	October 2023

Date approved by Governors:
Signature of Chair of Governors:

