HINGUAR PRIMARY SCHOOL

Responsible members of Staff

Mrs D Oakley (RE Subject Leader)
Mrs F Willis (Acting Headteacher)
Mrs G Handsford (Chair of Governors)

This Policy was approved by Governors January 2019. It will be reviewed on a bi-annual basis.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.
The legal requirements of the 1988 Education Act states that every school must provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

This document is a statement of the aims, principles and strategies used for the development of the Religious Education curriculum undertaken within Hinguar Primary School. The policy aims to take into account diversity and provide equality of opportunity.

It was developed during the Summer Term 2019. It will next be reviewed during the Summer Term of 2020.

Introduction

Religious Education at Hinguar Primary School is delivered in line with the Southend Agreed Syllabus for Religious Education 2018-2023

- The school curriculum aims to promote spiritual, moral, social and cultural development and prepare all pupils for the opportunities and experiences of life.
- The curriculum provides an education that that equips all, for the benefit of all, to shape their destinies and create a better world.
- At Hinguar Primary School we strive to provide an inspiring, safe and caring learning environment in which our children will be enabled to develop their understanding of the world through awe and wonder, spiritual thinking and reflection.

Values

The values underpinning this syllabus seek to assist pupils in gaining knowledge and understanding of key religious concepts and their expression as well as non-religious ethical worldviews. Pupils will have a chance to gain an increasingly sophisticated understanding and express their developing ideas about the nature of the religions, beliefs and worldviews. Space is made for evaluation and reflection as pupils engage with the ideas they have learned.

Aims

The curriculum for RE aims to ensure that all pupils:

1. 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

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
• explain reasonably 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

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
• find out about and 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 beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

These aims incorporate the former attainment targets of ‘learning about religion’ and ‘learning from religion’

**Organisation and Key Skills**

The RE curriculum and scheme of work reflects the fact that Christianity has a strong tradition in Britain, whilst taking into account the diversity of religious beliefs in society today. We explore the teaching and beliefs of major religions and of people who are not religious.

We believe the following skills as key within pupil development, and these are promoted through our RE curriculum:
• Communication
• Application
• Information technology
• Working with others
• Improving own learning and performance
• Problem solving

We plan our RE curriculum ensuring we meet the requirements of the National Curriculum and the Foundation Stage requirements. We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on a regular basis.

Our medium term plans give clear guidance on the skills that we are developing within each topic. We ensure the skills development enhances our Every Child Matters agenda.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Our curriculum is designed to ensure that children develop the skills they need to become confident, self motivated learners, who can engage with and solve challenges innovatively.
We recognise that in each class there are children of widely different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

**Assessment**

We assess children’s work in RE by making informal judgments as we observe them during each lesson. During some tasks teachers (and pupils) are encouraged to document the activities with photographs. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the unit of work, the teacher makes a summary judgment about the work of each pupil if they yet have to obtain, met or exceeded the unit skills objectives. We use this as a basis for assessing the progress of the child at the end of the year.

**The Role of the Subject Leader**

The role of the RE curriculum leader is to:

- Provide a strategic lead and direction for the curriculum
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress
- Provide efficient resource management
- Keep up to date with developments in RE at both national and local levels
- Review the way the RE is taught in the school and plan for improvement linking to whole school objectives
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Audit, order and manage resources to enhance learning experiences for the pupils,
- Monitor how RE is taught through monitoring the medium term planning ensuring that appropriate teaching strategies are used.

**Curriculum Monitoring and Review**

Monitoring of standards of children’s work is the responsibility of the RE subject leader. The subject leader gives the head teacher an annual Action Plan where the strengths and weaknesses of the subject are evaluated and indicates areas for further improvement. The Deputy Head teacher is responsible for the day to day organisation of the curriculum. The senior staff monitor lesson plans of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

**Right of Withdrawal**

Parents have the right to withdraw their child(ren) wholly or partly from RE on the grounds of conscience. We strongly encourage parents to contact the head teacher/ RE subject leader if they have concerns and anxieties about the policy, provision and practice of RE at Hinguar Primary School.
Teachers have the right to withdraw themselves wholly or partly from RE on the grounds of conscience. At present all members of staff participate fully in the implementation of this policy document.