

Abbey Meads Community Primary School

R.E. Policy

Aims

- Enable pupils to build their own sense of identity and belonging.
- Encourage pupils to explore their own beliefs.
- Provoke challenging questions.
- Encourage pupils to debate and explain their own viewpoints.
- Teach pupils to develop respect for others.
- Provide life skills to help with future interactions with others.
- Enable pupils to develop a sense of awe and wonder.

Intent	<p>At Abbey Meads Community Primary School, R.E. is an essential subject that encourages pupils to explore their own beliefs (whether religious or non-religious) and the beliefs of others. It allows pupils to reflect upon the world around them, where they can develop an understanding of the principal religions and discuss fundamental topics, such as the issues of right and wrong, and life itself. By examining different beliefs and traditions, this enables pupils to have a better understanding and respect for their own communities. As well as them gaining knowledge about the fascinating societies in which they exist, it also promotes self-reflection and a spiritual, moral, social and cultural development of themselves.</p>
--------	---

Implementation	Scheme of work
	<p>The scheme of work that is used by the school is the 'Swindon Agreed Syllabus for Religious Education 2022-2027' written by RE Today Services and licensed to Swindon's SACRE - Standing Advisory Council on Religious Education. The most appropriate units have been selected for each year group, to ensure that the coverage of skills is thorough throughout.</p>
	Planning
	<p>All year groups cover units relating to the following three strands:</p> <ul style="list-style-type: none"> - Believing - religious beliefs, teachings, sources of information, meaning and truth. - Expressing - forms of expression, identity and diversity. - Living - practices, ways of living, values and commitments. <p>These units are set out in a long term plan, and each year group produces medium term plans from this.</p>
Implementation	Teaching
	<p>R.E. lessons are taught in whole class sessions, where teachers are able to present the facts relating to different religious practices and beliefs. It is an essential part of the lessons that questioning is encouraged, along with discussions about fundamental topics to do with the different religions, as well as living one's life. Artefacts may be shown, together with the presentation of virtual tours, and different scenarios. Artwork and music can also be part of the lessons, along with stories and animations. Pupils are encouraged to use the correct terminology throughout and this is modelled by staff. They may also carry out tasks independently or in small group sessions. The lessons allow the pupils the opportunity to build on their skills and knowledge in the subject, considering the home and school life of individuals, alongside the wider community.</p>

	<p>Assessment</p> <p>Ongoing assessment takes place during lessons, and teachers can use this to guide future questioning and work. This informal assessment can be in the form of discussions, written tasks, display work or interactive whiteboard sessions. This information is used to ensure lessons are meeting the needs of every individual. There is also the recording of data, to do with what pupils have achieved, in the End of Year sheets, to help inform the class's next teacher. How pupils conduct themselves in other situations, from their interaction with others in the playground, to discussions relating to difficult P.S.H.E. topics, can also indicate how individuals, as well as the whole class, have understood different R.E. units of work.</p>
	<p>Cross-curricular</p> <p>R.E. is evident in many other areas of the curriculum. In English, geography, history, music and art, R.E. can be an important part of these lessons. Pupils are able to learn about other cultures and religions from around the world today, and through history. They can study the stories, music and art that are important to different societies, from Rangoli patterns to the life of the prophet Muhammad. There are a lot of connections with P.S.H.E., where it is important for the pupils to discuss challenging questions that have an impact on themselves and others, to do with everything from what is right and wrong in a particular situation, to being able to express their views as well as take into consideration the opinions of others. When British Values come up in the curriculum, the concepts of fairness, justice, respect, liberty and democracy can have links with the discussions the pupils may have already had in their R.E. lessons. Regular collective worship assemblies are also able to inform the pupils about important religious festivals throughout the year, as well as the school Nativity performances being a celebration of Christmas, for the pupils to enjoy.</p>
	<p>Home - School - Community links</p> <p>At the start of each term, every year group provides a topic web, to inform parents and pupils of what will be taught in each subject. Religious representatives from the community are invited to attend the school and lead collective worship sessions, especially on special occasions. There is also the annual visit to The Church of Christ the Servant in Abbey Meads, where Christmas is celebrated with pupils leading the service with readings and carols.</p>
	<p>Monitoring</p> <p>The subject leader works alongside the S.L.T. and other curriculum leaders, to monitor how effectively R.E. is being taught and learnt in the school. There is a monitoring schedule, which ensures all subjects have time to carry out learning walks, pupil voice interviews, book looks and planning audits. Any monitoring done is fed back to the S.L.T., so that this can be shared and any follow-up work can be agreed upon.</p>

Impact	<p>Pupil/Parent/Staff voice</p> <p>Through discussions and feedback, pupils have shared their excitement about what they have discovered in their R.E. lessons, and how this can relate to themselves, the people they know and the world around them. There is a continuous inquisitiveness about the subject, and they look forward to finding out more. The pupils are full of ideas about what they could explore in the future in R.E., and how they could do it. Parents can also contribute to lessons, especially when there is knowledge to share about a particular religious practice. All staff members have been provided with information about the scheme of work and the resources that can support them in their teaching; they also know where to seek further support or advice.</p>
	<p>Data</p> <p>At the end of the year, the data shows that in R.E., the majority of pupils are working at the expected level.</p>
	<p>Book looks</p>

The book looks show evidence of the work achieved across the year by the class, either in their foundation books, or in the R.E. class book. Work is evident in a variety of forms and can include: written explanations and stories, labelled pictures, tables showing similarities and differences, flip charts representing discussions and debates etc.

Planning audits

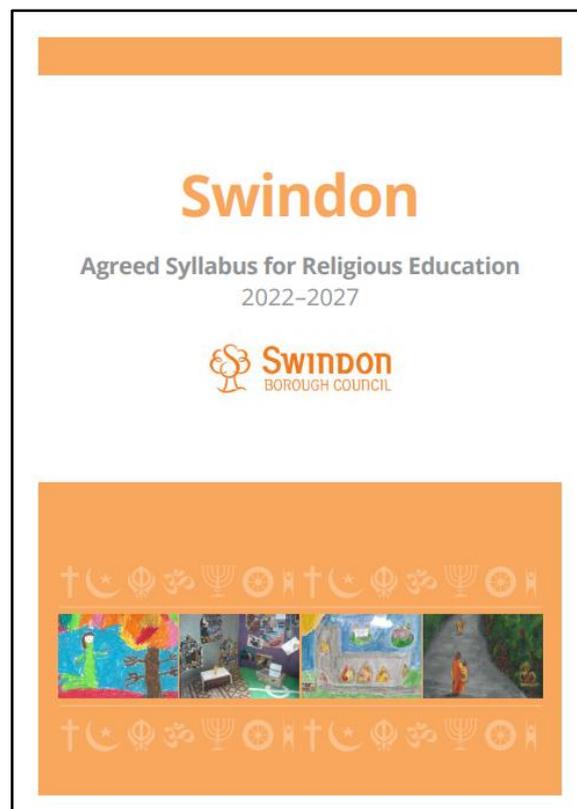
All the year groups are planning their units of work that are set out in the long term plan, and selected from the 'Swindon Agreed Syllabus for Religious Education 2022-2027'. There is coverage of knowledge, skills and vocabulary in the planning, along with many opportunities for the pupils to ask and answer questions, express their own views and ideas, and consider society as a whole.

Learning walks

Pupils are being taught in a variety of exciting ways that promote discussion and questioning. A number of resources are being used to engage the pupils, and they are able to develop their subject knowledge, as well as reflect upon how it relates to the people and world around them. There is an enthusiasm for the subject.

Rationale

When Abbey Meads pupils leave our school, they will have developed an interest in R.E. and be equipped with the key skills they need to continue with the R.E. curriculum in KS3 and beyond. They will understand how R.E. can be important to their everyday lives, from how they interact with others, to how they understand themselves. Pupils will have been taught how to work collaboratively and independently on a range of tasks, and be able to understand that their journey in the subject is a learning process. Our pupils will therefore be resilient learners with enquiring minds, who have the confidence to apply their skills across the curriculum and in their lives.



Withdrawal from R.E.

At A.M.C.P.S. we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects, such as P.S.H.E. or history. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from R.E. are aware of the R.E. syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the R.E. curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents and no reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from R.E. without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the R.E. syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where R.E. is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers, to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from R.E., schools have a duty to supervise them, **though not to provide additional teaching** or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for R.E. of the kind the parent wants the pupil to receive. This R.E. could be provided at the school in question, or the pupil could be sent to another school where suitable R.E. is provided, if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of R.E. that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external R.E. provision.
- Outside arrangements for R.E. are allowed as long as any interference with the pupil's attendance at school, resulting from the withdrawal, will affect only the start or end of a school session. Outside arrangements can only be made as long as no financial burden falls on the school as a result of these arrangements.