



RE Policy

Aims

We have adopted the aims of the Rochester Syllabus and believe that RE is an educational activity, which promotes the spiritual, moral, social and cultural development of pupils. It aims to enable pupils to:

- To gain a secure knowledge and understanding of Christianity as expressed in the traditions of the Anglican Church.
- To be introduced to some of our neighbour's religions and to learn to respect people of different faiths in line with British values
- To mature in their own beliefs, values and behaviour, by reflecting on religious belief and practices.

Expectations

The majority of children should be working at expected levels.

Strategies for Implementation

- **Entitlement and Curriculum Provision**
 - R.E is taught as a discrete subject.
 - RE is taught for 1 hour, or the equivalent, in KS1 and 1 hour and a quarter in KS2 each week.
 - The curriculum for RE is covered in units of work, detailed in the Rochester Diocesan guidance, to ensure continuity and progression.
- **Learning About Religions:**
 - Knowledge and understanding of religions, beliefs and teachings.
 - Knowledge and understanding of religions, practices and lifestyles.
 - Knowledge and understanding of ways of expressing meaning.
- **Learning From Religions:**
 - Skill of asking and responding to questions of identity and experience.
 - Skill of asking and responding to questions of meaning and purpose.
 - Skill of asking and responding to questions of values and commitments.

NB: It is important that young children have this modelled for them in lessons and Act of Worship.

- **Teaching and Learning**
 - RE is taught by the class teacher, specialist teacher or our Rector. Various teaching strategies are used: whole class, co-operative group work, individual work and Circle Time.
 - RE is taught as a discrete subject but cross-curricular links are made where appropriate, particularly in Key Stage 1 where children are introduced to other world religions through topic work e.g. celebrations or festivals.
 - A variety of teaching strategies and resources are used to make RE interesting and age appropriate. For the very young this will be achieved through sensory experience, exploration, conversation and play. Older children will investigate, evaluate and discuss before recording in writing, drawing, modelling or acting.

Assessment and Recording

- Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents.
- The pupils' knowledge and understanding are assessed before each unit of work by questions, discussion and observation.
- Formative assessments are made through observation during RE lessons.

Continuity and Progression



The Rochester Diocesan Syllabus provides for continuity and progression. Each unit of work links to previous work and extends knowledge, skills and understanding. They are progressive and they are matched to Expected level and Greater Depth statements.

Inclusion

- Planning at all levels ensures that the interests of boys and girls are taken into account.
- Educational support staff work as directed by the teacher. When assigned to pupils with special educational needs, they are well briefed beforehand.
- All pupils, including those with special educational needs, undertake the full range of activities and these are adapted or extended for the needs of all pupils.
- We value the opinions and respect the beliefs and practices of all children and handle with sensitivity minority groups or opinions.

Withdrawal

Parents have a right to withdraw their children from all or part of RE but we would encourage them to discuss this with the headteacher before making a final decision.

The Learning Environment

- Classrooms will have displays of RE work where possible, a reflective area and a cross in a prominent place in the classroom.
- Visits to the local Parish Church are encouraged to enrich topic work.
- Other visits and visitors are strongly encouraged.

Spiritual, Moral, Social and Cultural Development

- RE has a particular contribution to this aspect of education because of its subject matter and the approach that is taken to the subject in this school.
- Pupils are encouraged to develop their own spirituality by exploring religions, ideas and reflecting upon them for themselves.
- They are encouraged to develop morally by considering religions' codes of conduct and discussing moral issues
- They explore the social aspects of religion such as religions' lifestyles. We also encourage pupils to listen to each other and to respect people whose ideas are different from their own.
- Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries. In KS2 pupils are encouraged to appreciate the diversity and richness of other cultures by studying Islam, Judaism, Sikhism, Hinduism and the worldwide Church. In KS1, the focus is on the festivals of Harvest, Christmas and Easter.

Leadership and Management

- **Staff Development and Training Opportunities**
 - The subject leader provides feedback to the teachers after monitoring. This identifies needs and, where appropriate, these are built into the school's SIP. Staff attending training, are expected to share the useful points with the rest of the staff at staff meetings. The subject leaders are using the budget allocation for purchase of relevant and up to date information.
 - The subject leader is responsible for the direction of the subject across the school. The subject leader is expected to keep the curriculum under review and keep the head teacher informed about changes to requirements at national and local levels. The subject leader needs to keep the link governor informed about developments. The link governor is Rev Tim Edwards.
- **How the Subject is Monitored and Evaluated**
 - All teachers are responsible for monitoring standards but the subject leaders, under the direction of the head teacher, take the lead in this.
 - Monitoring activities are planned according to the school timetable, these could include: Scrutiny of work, lesson observation, pupil interview, monitoring ongoing displays, discussion with teachers, subject audit