



Marwood Church of England VC Infant School RE Policy

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Mrs Vicky Bradley	
Signed Chairman of Governing Body	

Here at Marwood Church of England School, our School Vision underpins and permeates through all we do.

'Love your neighbour as yourself' Matthew 22v39

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff.

Context

- The context of RE at Marwood Church of England Infants School is that of a small rural infants school, serving children in the age range 4-7.
- We teach according to the **North Yorkshire Agreed Syllabus**.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.



The Aims of RE at Marwood Church of England Infants School

RE at Marwood, will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- The RE which is provided shall be in accordance with the locally agreed syllabus for North Yorkshire.

Within the framework of the law and the Agreed Syllabus, the principle aim in RE at Primary school 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 curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious 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 religious and non-religious 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 religious and non-religious 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.
3. Gain and deploy the skills needed to engage seriously with religious and non-religious 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.



Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision) for EYFS, 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at School is:

EYFS	50 minutes a week or some short sessions implemented through continuous provision
KS1	1 + hour a week

RE curriculum time does not include collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Curriculum Overview

A curriculum overview is available alongside this policy. It has been written in the light of the North Yorkshire Agreed Syllabus_/our chosen syllabus [*if an academy or free school*].

EYFS	Themes emerging from the EYFS Framework, NYAS, Understanding Christianity units - God, Incarnation and Salvation
Year 1	Christianity, Islam and Hinduism, NYAS, Understanding Christianity units - God, Incarnation and Salvation
Year 2	Christianity, Islam, Humanism, Hinduism and Judaism, NYAS, Understanding Christianity units - God, Incarnation and Salvation

Teaching and Learning Strategies

Our policy is to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with our whole school policy on teaching and learning. We recognise the importance of teaching the Agreed Syllabus/our chosen syllabus in a creative, knowledge-rich, broad and balanced way.

Visits and visitors

We can visit places of worship in Gt Ayton/Middlesbrough/Darlington where representatives of religion and worldviews are willing to meet with pupils and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils will have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

Pupils will have the opportunity to make the following visits during their time at our school

EYFS - Christ Church

Year 1 - St Margaret's RC/Methodist Church - Gt Ayton

Year 2 - Friends (Quaker) House/All Saints Church - Gt Ayton

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www.natre.org.uk



Visitors - Alternate years - Imran Kotwal (Muslim) /Sunita Patel (Hindu)

The RE subject leader supports class teachers to organise these educational visits in line with the school educational visits policy.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The North Yorkshire Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools. Children's individual RE books and some use of class RE books are designed to help teachers make judgments about attainment and progress.

The subject leader will co-ordinate the addition of pupils' work that provide clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples that are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term or The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This can be in line with OFSTED guidance about self- evaluation and review. The subject leader will report to governors and feedback to staff each term at staff meetings.



Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings.

Transition

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the headteacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Guidance on withdrawal can be found [here](#).

RE Link Governor:

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RE subject leader:

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National Association of Teachers
of Religious Education
