

Potters Gate CE Primary School and St Andrew's Infant School

Policy for RE

Review Period:	3 Yearly
Next Review Due:	March 29
LC Lead	CD Lead
Staff Lead	RE Lead

“I have come that you may have life - life in all its fullness,” John 10:10

Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.

We believe that RE has a central purpose in our school because:

It explores common experiences to provide insight and understanding. At Potters Gate and St. Andrew's this is emphasised through a focus on the pupils' understanding of themselves, of others and of the world in which they live;

It centres on an understanding of beliefs, customs and practices of the living religions. At Potters Gate and St. Andrew's we have a strong emphasis on values that underpin the wider life of the school.

Aims

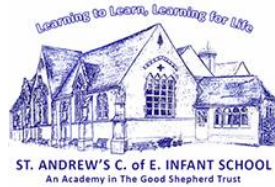
Through the teaching of R.E. we aim to:-

- develop an awareness of their own spirituality
- help the children understand and respect the traditional beliefs of Christianity.
- know and understand the major aspects of other world faiths and their religious practices.
- develop an understanding of themselves, fostering an insight into morality and the importance of personal, social relationships and responsibilities.
- hold positive attitudes towards other people and their right to hold different beliefs.

Teaching and Learning In Religious Education

The programme of study has been drawn up using The Agreed Syllabus for Religious Education in Surrey schools 2023-2028. The material to be covered is set out in the whole School R.E. map.

RE is linked into the topics being studied by each year group whenever possible. Some RE units are the main topic focus in themselves.



RE is taught weekly in every year group.

Investigation:

The children are given opportunities to explore, question, discover, describe, compare, explain, research.

Reflection:

The children are given opportunities to be still, listen, think, consider, respond, empathise, appreciate, express, discuss, reflect.

Direct Learning:

- listening to stories from the Bible;
- being informed of religious people and lifestyle;
- hearing descriptions of beliefs, traditions and behaviour;
- evaluating and expressing judgements.

In order for the children to experience these opportunities, the environment provided for learning must be supportive, caring and challenging. It should be an environment in which children can reflect, question and explore. The physical environment should be attractive and stimulating. This environment for learning is one which is reflected in our school's Teaching and Learning Policy.

- St Andrew's Church provides an excellent resource, both historically and as a place of worship. The children have opportunities to learn from the clergy about the significant features in the Church, e.g. the font, the altar and the windows.
- Other human resources include parents from other faiths who can share their beliefs and practices and members of the Baptist Church, who lead Open The Book regularly.
- Children in Year 3 visit the Mosque in Tilford to gain further knowledge about Islam.
- There are a variety of materials available for the staff to use in RE – books both for staff information and children's own reading, photographs and art work to stimulate discussions, and resource boxes containing artefacts relevant to Christianity, Judaism, Buddhism, Hinduism and Islam.

Teachers plan in Year group teams and are supported by the Guildford Diocese.

The needs and opportunities are considered in line with the school's Teaching and Learning Policy and the school's aims.

Assessment against the curriculum is carried out at the end of each unit of work. using the Agreed Syllabus and Guidelines.

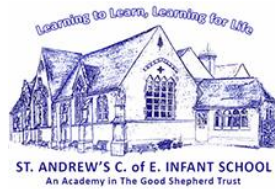
Parental right of withdrawal from R.E.

Parents have the right to request that their child does not take part in RE lessons. Parents will be encouraged to discuss this request with the Headteacher to see if their child could join in with some parts of the syllabus.

If parents request the withdrawal of their children from RE lessons children will be provided with alternative work to do while their peers are studying RE. Teachers also have a right to request that they do not teach R.E. to their classes.

Monitoring, Review and Inspection

It is the role of the Local Committee (Faith Team) to monitor the work carried out in RE through looking at books and talking to pupils about their work.



Self evaluation of RE will take place on an annual basis by the subject leader. This action plan will identify targets for RE for the following year, and resources needed

Resources will be identified through curriculum cost centres by all subjects leaders.

The targets identified within the action plan will form part of the School Development Plan and be monitored through the SLT and through the performance management process which is rigorous.

The SIAMS SEF will also be used to evaluate the teaching of Religious Education across both schools.

We aim to build on good practice to learn about other faiths by holding special days to learn about their practices.

The RE subject leaders will monitor the teaching and learning in RE, across both schools.

Policies linked to this:

Teaching and learning Policy

Collective Worship Policy