

## **Newton Solney School**

### **Policy for RE**

#### **Introduction**

R.E. is considered an important subject by all involved in school in teaching and learning. It is necessary to provide children with an understanding and awareness of religious education in order for them to form opinions and to develop spiritually and morally.

#### **Our Aims in teaching R.E.**

- to offer pupils knowledge and experience which will develop their understanding of what religious faith is and what it means to those who hold it
- to provide opportunities to learn about Christianity and other world faiths
- to help pupils to respect and to be tolerant of those with different faiths from their own
- to contribute to pupils' spiritual and moral development

#### **Legal requirements**

The school takes account of its Church of England foundation in its delivery of RE.

Teaching will be in accordance with the Derby Diocesan RE Syllabus and the related Guidelines for Attainment, the Derbyshire Agreed Syllabus 2014 and the QCA scheme of work for RE. In Foundation Stage account is taken of the guidelines for knowledge and Understanding of the World.

The right of parents to withdraw their children from RE is recognised.

#### **School Population**

Our school is a Church of England Voluntary Aided School and many parents, on registration forms, state sympathy with the Christian nature of the school. Some of our children have a regular involvement as members of a Christian Church.

## The Teaching of RE

RE is taught in a cross-curricular way through integration into appropriate class and school topics eg journeys, light, ourselves and families and as a discrete subject when a religious or topical theme is developed eg sacred books, special people.

Teaching is mainly Christian based but includes work on other faiths, mainly Judaism and Sikhism. Children throughout the school are taught RE on average for 1 hour a week.

## Teaching methods

The staff work, mainly with the whole class but on occasions with smaller groups and individual pupils. The focus is on direct, interactive teaching with a strong emphasis on practical and oral work. Lessons are well planned with clear objectives which are shared with pupils.

Teachers plan their work on a termly basis for each of the six terms to ensure continuity, progression and development. A two year plan is followed.

## Equal Opportunities

Our aim is to ensure that all pupils have equal opportunities to access the RE Curriculum. In the light of the Christian foundation of the school we strive to uphold the Christian belief that each child is of equal worth and value in the eyes of God and therefore of his/her fellow human beings.

## Assessment

Pupils' work is assessed by staff and each child's progress is identified. Conclusions are drawn from a wide range of evidence over a period of time and refer to the Derby Diocesan Board of Education's End of Key Stage Attainments for RE at Key Stage 1. Work is assessed on a regular basis informally and at the end of each half term. Planning matches the children's needs.

## Reporting

Parents are invited into school to discuss their children's work in the Autumn and Spring terms and written reports are sent out annually in the Summer term.

The school's open-door" policy provides parents with the opportunity to discuss matters on an informal basis with staff.

Curriculum governors are involved in curriculum decisions and report to the Governing body.

### Resources

Resources are updated regularly and INSET provision made whenever appropriate in line with the School Improvement Plan.

Books, videos, poster and artefacts are stored in the hall cupboard and Library area.

The Derby Diocesan Syllabus "Celebrating Faith" and the Derbyshire Agreed Syllabus 2014 and the QCA document are in the teachers' resource area.

Use can be made of the Teachers' Resource Centre at Kedleston Road and The Resources Library at Church House.

Display boards in the hall reflect teaching and learning themes for RE/PSHE and/or themes for Collective Worship.

Children receive appropriate support and reinforcement activities when necessary while more able pupils are provided with more challenging work.

### Policy Review

This policy was reviewed by staff in February 2013, reviewed by the Teaching and Learning Committee in March 2013, and approved at the Governors' meeting on 18<sup>th</sup> March, 2013.

The policy was reviewed by the Teaching and Learning Committee in January 2015, and approved at the Governors' meeting on 26<sup>th</sup> January 2015.

Heidi Elks