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**Vine Tree Primary School**

Religious Education

Policy

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| Date policy last reviewed: | March 2022 |

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| Signed by: | | | |
| Mr D Locke | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

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**Statement of intent**

At Vine Tree Primary School we believe it is important for all pupils to learn from and about different religions, so that they can understand the multicultural world around them. Religious Education has a significant role for the development of pupil’s spiritual, moral, social and cultural development. It promotes respect and open mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. At Vine Tree Primary School we provide a broad and balanced curriculum in accordance with the locally-agreed syllabus of Cheshire East.

Vine Tree Primary School has children from several different faiths and it is important to us that we display positive attitudes towards different religions. It is imperative that we promote respect, one of our school rules, and tolerance, a key British value, as we believe it is important for pupils to have the ability to accept the different religious beliefs we all have.

The school has created this policy in order to ensure that:

* All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
* All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
* All pupils know how to plan, practice and evaluate their work.
* All pupils understand all elements of RE, as per the locally-agreed curriculum.
* All pupils receive a high level of teaching which is maintained at all times.
* Community cohesion and high standards of achievement are promoted.
* Progression of academic achievement occurs consistently throughout the key stages.

# 1.Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Sacre(2022) ‘Cheshire East RE agreed syllabus’

# 2.Roles and responsibilities

The subject leader is responsible for:

* Preparing policy documents, curriculum plans and schemes of work for the subject.
* Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
* Monitoring the learning and teaching of RE, providing support for staff where necessary.
* Ensuring continuity and progression from year group to year group.
* Encouraging staff to provide effective learning opportunities for pupils.
* Helping to develop subject colleagues’ expertise in RE.
* Organising the deployment of resources and carrying out an annual audit of all related resources.
* Liaising with teachers across all phases.
* Communicating developments in the subject to all teaching staff.
* Leading staff meetings and providing staff members with the appropriate training.
* Organising, providing and monitoring staff CPD opportunities regarding RE.
* Ensuring common standards are met for recording and assessing pupil performance.
* Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
* Reviewing and updating long-term and medium-term lesson plans on an annual basis, and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

* Acting in accordance with this policy.
* Ensuring progression of pupils’ RE, with due regard to the national curriculum.
* Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
* Liaising with the subject leader about key topics, resources and support for individual pupils.
* Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
* Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
* Undertaking any training that is necessary in order to effectively teach RE.

Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.

# 3.EYFS

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning must have regard to the most up-to-date version of the DfE’s [EYFS framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

# 4.Curriculum

Vine Tree Primary School adheres to the locally-agreed syllabus of Cheshire East Local Authority.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents’ right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Good practice for the curriculum includes:

* Exploring controversial issues in the modern world.
* Working with local communities who promote the beliefs taught in lessons.
* Learning outside the classroom by participating in educational visits.
* Introducing themed days and assemblies which celebrate different beliefs.
* Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
* Promoting debate and dialogue of pupils within their local community.

# 5.Teaching and learning

The RE curriculum is delivered at least once a week for KS1 and KS2.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school’s British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

* Storytelling
* Teacher-led activities
* Pupil initiated activities
* Debating
* Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils’:

* Organisation, clarification and sequencing of thoughts, feelings and ideas.
* Development of their own narratives in relation to the stories they hear in lessons.
* Exploration of their feelings and emotions towards set narratives.

# 6.Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

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# 7.Assessment and reporting

Pupils will be assessed, and their progression recorded, in line with the school’s assessment policy.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

-Talking to pupils and asking questions

-Discussing pupil’s work with them

-Verbal feedback against the learning objectives

-Observing practical tasks and activities

-Pupil’s self-evaluation and peer assessment of their work

Formative assessment, will be carried out informally throughout the year, enabling teachers to identify pupil’s understanding of subjects and inform their immediate lesson planning.

# 8.Resources.

There is a range of resources to support the teaching of religious education across the school including a range of religion artefacts.

Teachers have access to the library service and can order a wide range of books and resources for each area of learning.

Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

# 9.Equal opportunities

All pupils will have equal access to a broad and balanced RE curriculum.

The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

Equality of opportunity must be a reality for our children and we ensure this through the attention wen pay to the different groups of children within our school:

-Girls and boys

-Minority ethnic and faith groups

-Children for whom English is an additional language

-Children with special educational needs and disabilities.

# 10.Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader.

The subject leader will review the teaching and learning of RE in the school, ensuring that the taught content of the national curriculum is covered across all phases of pupil’s education.

Any changes to this policy will be communicated to all teaching staff.

The scheduled review date for this policy is March 2023.