



South Hiendley Primary School

RE Policy

Subject Leader: Mrs M Reed
Date: September 2019
Review Date: September 2023

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Rationale

Religious Education (RE) at South Hiendley Primary School (SHS) provides children with opportunities to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. They will ask and answer questions about believing (*meaning, purpose and truth*), expressing (*identity and diversity*), living (*values and commitments*). In the Early Years this will be done through discovering, in KS1 through exploring and in KS2 through connecting.

RE at SHS will cultivate the attitudes of curiosity and wonder, commitment, fairness, respect, self-understanding, open-mindedness, critical mindedness and enquiry.

RE at SHS promotes the development of key cross-curricular educational skills - investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, and evaluating.

The teaching of RE is a key contributor to Spiritual, Moral, Social and Cultural (SMSC) development. Activities for spiritual development in RE promote self-awareness, curiosity, collaboration, reflection, resilience, response, values and appreciation. RE is used to explore social and personal morality in significant ways - valuing others, moral character development, and moral diversity. Social situations are explored through RE such as, shared values, idealised concepts, moral sources, influences, social insights, role models and experiential learning. Through RE children will learn about their own home culture and background as well as Britain's wider cultural life.

The teaching of RE at SHS endeavours to make a key educational contribution to pupils' exploration of British Values. RE offers opportunities for children to build an accurate knowledge-base about religions and beliefs in relation to values. This supports children so that they move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Aims and Objectives

The principle aim of RE at SHS is to engage pupils in systematic enquiry into significant human questions which religion and worldwide views 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.

- To know about and understand about a range of religions and worldviews.
- To be able to express ideas and insights about the nature, significance and impact of religion and worldviews.
- To gain and deploy the skills needed to engage seriously with religions and worldviews.

Planning and Organisation

The planning of RE is according to the Wakefield Syllabus for Religious Education 2018 - 2023. School will dedicate 5% of curriculum time to RE, in accordance with National Guidance.

EY / RECEPTION	36 HOURS OF TUITION PER YEAR: This will be done through weekly 50 minute sessions and continuous provision.
KS1	36 HOURS OF TUITION PER YEAR: This will be done through 1hr of RE each week or shorter sessions and theme days.
KS2	45 HOURS OF TUITION PER YEAR: This will be done through 1hr per week, or shorter sessions and theme days.

SEN / Equal Opportunities

SHS follows the school's practices and procedures in line with the SEND Policy to ensure equality and inclusion of all children. The school aims to ensure equal access to the RE irrespective of ethnic or cultural origin, gender, physical or mental ability.

Assessment, Reporting and Recording

Teacher-led assessments are made of children's attainment in RE. Teachers make a 'best fit' judgement against the expectations for the end of KS1 and KS2 - emerging, meeting and exceeding grading. Teachers will use the exemplification in the Wakefield Agreed Syllabus for RE 2018 - 2023, to support expectations.

Monitoring

The RE Leader carries out a range of monitoring activities over the academic year, such as reviewing planning, work scrutiny and lesson 'drop ins'. This is to guarantee coverage and ensure appropriate challenge in order to ensure high standards of learning and teaching.