



The Oak Tree Federation Religious Education Policy July 2019

Aim

- To give children a strong foundation in the Christian faith
- To develop in children knowledge, understanding and respect of other religious traditions and the way in which those of other faiths and no faith tradition understand the world
- To help children to understand the significance of religion and the role it can play in their spiritual, moral, social and cultural development

Implementation

We are aware that according to the Education Act 1996 we must provide RE for all registered pupils, and we acknowledge that parents/carers have the right to withdraw their child/ren wholly or partly from RE without providing a reason.

Firle C of E Primary School is Church of England controlled, a requirement of which is that Religious Education (RE) is taught according to the locally agreed syllabus, the 'East Sussex Agreed Syllabus 2017'. We enrich this syllabus through 'Understanding Christianity' resources, developing and adapting plans and resources through an enquiry based approach to enable pupils to develop the knowledge, skills and understanding required

In providing the children with a strong foundation in Christianity, we aim to give them a sense of the distinctive character that the Anglican tradition provides. This will emerge through discrete RE teaching and learning, the use of the local church for visits, links with our daily worship, visits by local religious leaders and groups and awareness of the liturgical calendar.

Laughton Community Primary School also follows the agreed syllabus and the planning for teaching of RE is led by the RE subject lead across both schools. The community Church is visited to support the curriculum and to celebrate some key Christian festivals.

RE as a sensitive subject

Although all staff at Firle will be in sympathy with the aims of a church school, and all students come to the school aware of its affiliation, we need to show sensitivity in the delivery of RE. Both those teaching and those learning may come from a different faith tradition to Christianity or none. The East Sussex syllabus requires schools to draw upon Christianity at every key stage, however, we will not seek to indoctrinate or persuade pupils to adopt any particular belief but help them to develop skills, attitudes and concepts which enable them to recognise the importance which a belief has for the

individual or group, and reflect on its significance or otherwise for their own developing beliefs and values.

Trips, visitors and resources

In all areas we attempt to enrich the curriculum through the use of resources, visits and visitors and RE is particularly enhanced through the use of religious artefacts and visits to and from places of worship and members of faith communities. With the additional sensitivities associated with religion we will ensure that children are aware of the need for and the protocol for showing of respect to artefacts, places of worship and people.

Philosophy, spiritual skills and RE

RE provides an excellent opportunity for investigating the deeper questions of life: what is God like? What is truth? How should we live?

These links with philosophy will be explored in RE lessons. In addition, RE and worship will be used to teach children spiritual skills and attitudes such as:

prayer, meditation, reflection, openness, questioning, critical awareness, compassion, self-awareness and respect.

Links with Collective Worship

RE is closely linked with Collective Worship (CW) at Firle CEP and Assemblies at Laughton. It is planned such that elements can be followed up in RE where appropriate.

The key differences are that RE focuses more on learning about and from religion whereas CW and Assemblies focus more on experiencing religious practice. Further, in RE we ensure children learn about other religions in addition to Christianity, whereas our CW at Firle is wholly Christian. Assemblies at Laughton focus on all religions in their celebration of festivals as well as the school and British values.

Procedure

Role of the Governing Body	<p>The GB has:</p> <ul style="list-style-type: none">• a legal duty to provide RE for all registered pupils• appointed a member of staff to be the RE Subject Lead• nominated a link governor(s) to visit the school regularly, to liaise with the Headteacher and Coordinator and to report back to the GB• responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none">• ensure that RE is taught to the LA's Agreed Syllabus• monitor and evaluate this policy

Role of the Subject Lead	<p>The Subject Lead will:</p> <ul style="list-style-type: none"> • lead the development of RE throughout the schools • provide guidance and support to all staff • keep up to date with new developments and resources • review and monitor teaching and learning • ensure planning is cross-curricular where relevant • develop the teaching of RE through the use of different teaching and learning styles
Differentiation	<p>Teachers will ensure planning is differentiated to include children of all abilities.</p> <p>We differentiate by:</p> <ul style="list-style-type: none"> • setting open ended tasks • setting tasks of increasing challenge • developing our and the children's questioning skills
Assessment and Recording	<p>We assess children's progress through ongoing informal observation and questioning, and assessing end of unit tasks. Assessment supports teaching and learning and informs future planning.</p>
Effectiveness	<p>We believe this policy will be effective only if we ensure consistency across that school by regular monitoring. Monitoring will happen in liaison with class teachers, the Coordinator, Headteacher, governors and link schools.</p>

E Ricca, July 2019

Date adopted by Governors: July 2019