



ST. THOMAS' C.E.P. SCHOOL.



R.E. POLICY DOCUMENT.

Mission Statement:

Our Mission

Preparing children today for a new tomorrow; nurturing their dreams, hopes and aspirations within our Christian values and principles.

Our Vision

We will be a school which is both caring and nurturing, where everyone feels confident and values and has the opportunity to experience God's loving care.

We will have a learning environment where the children are encouraged to be respectful, responsible and independent and are given the necessary skills to succeed in life.

We will encourage everyone to 'go the extra mile' and only accept their best.

PURPOSE:

This policy reflects the school values and philosophy in relation to the teaching and learning of R.E. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance to planning and teaching. Although RE and Collective Worship complement and enrich one another they are managed separately.

The policy should be read in conjunction with the Blackburn Diocesan Board of Education Syllabus for R.E., which sets out in detail what pupils in different year groups will be taught.

Intent

Religious Education at St Thomas' seeks to develop our children's religious literacy. Through our RE provision, we aim to encourage our children hold educated, respectful and well informed conversations about religion and world views.

As a voluntary controlled Church of England school we teach our RE through the Blackburn Diocesan Board of Education RE Syllabus. The curriculum provides a balance of the disciplines: theology, philosophy, human sciences.

We aim to explore big questions about life, in order to find out what people believe and what difference this makes to how they live. We help children develop and acquire knowledge and understanding of Christianity and the other principle religions represented in Great Britain.

Aims of RE at St Thomas':

1. To provide children with an insight into the nature of religion and what it means to be religious.
2. To help the children to be aware that religion is a living experience and provides opportunities to explore it through practices, values and beliefs of people of religious faith.
3. To help children to acquire and develop those skills, which enable them to appreciate religious ideas and practices.

4. To encourage the children to express their own views without fear of ridicule or unimportance.
5. To make available factual information about religion.
6. To encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own.
7. To help children develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
8. To help children to understand the world in which they live and the inter-dependence of individuals, groups and nations.
9. To help children to identify those areas of human life and experience in which religion plays a significant part.
10. To work in conjunction with other areas of the curriculum i.e. moral, P.S.H.E. and Citizenship to contribute towards the children's moral and social development.

AUDIENCE:

This document is intended for:

- a) all teaching staff
- b) all staff with classroom responsibilities
- c) school governors
- d) parents/carers
- e) inspection teams

SUBJECT:

R.E. is a compulsory subject with in the Curriculum.

These aims are consistent with our school philosophy and take account of the LEA Curriculum Policy.

The subject comprises Units of Study corresponding to the different ages of the children and follows the Blackburn Diocesan Syllabus.

In accordance with the Blackburn Diocesan RE falls into two main categories:

- Learning about religion and human experience
- Learning from religion and human experience

The Governors recognise:

- a) their responsibility for providing denominational R.E. at the request of parents
- b) the right of parents to withdraw children from this subject
- c) that no teacher can be required to teach R.E.

CURRICULUM AND SCHOOL ORGANISATION:

In order to achieve these aims R.E. may be organised into:

- a) units
- b) topics
- c) discrete subject study
- d) integrated with other subjects where appropriate
- e) themed days
- f) visits/ visitors

Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through the most appropriate means, which may include:

- a) direct teaching
- b) providing pupils with real experience

- c) teacher prepared materials
- d) practical tasks for pupils
- e) use of published materials
- f) other resources - CORE materials, videos, specialist visitors, the school and its locality etc.
- g) educational visits - to a variety of places of worship e.g. St. Thomas' with St.Jude's Church, a Mosque, and the Cathedral etc.

Subject planning and evaluation is:

- a) at class level
- b) between classes in a Key Stage
- c) at whole school level

when required by legislation, as need arises (as identified for School Development Plan).

The curriculum has been devised to take account of:

- a) individual pupils
- b) groups of pupils according to age
- c) year groups
- d) faith communities within the local population

and timetabled to ensure RE is taught weekly throughout the school year.

R.E. teaching is planned so that the teaching time allocated throughout the school allows for cross-curricular elements and equates to at least 1 hour per week throughout KS1 and 2.

RE in the Early Years

RE is taught as part of Understanding the World within the Early Years Foundation Stage and will link to other areas of learning development including Communication and Language, and PSED. Learning will be assessed according the Early Learning Goals. For further information see the EYFS policy.

PLANNING:

Planning is used to:

- a) set clear achievable goals
- b) ensure work is matched to pupils experience, interests, ability and culture.
- c) ensure progression, continuity and subject coverage throughout the school

Curriculum planning is reviewed regularly (half termly) by class teachers and subject leader.

The planning format used consists of:

- a) Long Term Plans - whole school coverage
- b) Medium term plans
- c) Short Term Plans to enable differentiation, challenge and organisation of key resources.

Planning is the responsibility of:

- a) individual teachers
- b) groups of teachers with
 - i) classes of the same age
 - ii) in a Key Stage
 - iii) class teachers and support staff supported by the curriculum co-ordinator

as part of whole school planning.

Assessment

Formative assessment is used by teachers throughout each session to identify children's progress, or

misconceptions, difficulties and also determine what each child has learned and what should be the next stage in his/her learning. The ongoing assessment should inform the teacher target children who are underachieving and those children who are working at greater depth in this subject. As part of school policy each teacher will ensure all children take part in pre task and a post task for each RE unit to enable them to judge where the children are at the beginning of the topic and what the children have achieved at the end of the topic. In light of reviewing our school's assessment procedures we are currently piloting the RAG rating for end of unit assessment for RE. This assessment take place at the end of each unit and will be based on children's work, class Big Books, children's comments, observations, evaluations and explanations as well as teacher assessment. Pupil achievement will be recorded in the whole class word document.

CLASS ORGANISATION AND TEACHING STYLE:

Within classes pupils may be taught, at various times as individuals, as a whole class, in ability, mixed ability, paired or friendship groups, according to the learning task.

Cross-curricular links are a strength in RE. They include:

Collective Worship, English, Mathematics, Geography, History, Art, D.T. Jigsaw, Music and computing.

Class teachers identify and request the necessary and appropriate resources via the co-ordinator.

CO-ORDINATOR ROLE:

The role of the teacher co-ordinator is described in the relevant job description.

The subject has a named co-ordinator– Ms Ayub

In planning the co-ordinator will:

- a) support teachers in the planning, delivery, evaluation and review cycle
- b) develop policy and schemes of work with staff.

To fulfil this role the co-ordinator will, when appropriate:

- a) lead staff meetings.
- b) plan/lead I.N.S.E.T. activities
- c) provide consultancy/advice
- d) teach alongside colleagues
- e) order all resources
- f) co-ordinate staff requests for resources
- g) monitor and maintain, with colleagues, the condition and availability of resources.

To enable the co-ordinator to monitor and evaluate this subject she will have the opportunities, when appropriate, for: -

- a) reviewing teachers' plans
- b) attending teacher planning sessions
- c) working alongside colleagues in the classroom
- d) leading curriculum review meetings
- e) designing and carrying out specific evaluation
- f) end of unit assessments

To ensure the professional development of the co-ordinator opportunities will be given for working with other age groups in school, or visit other schools as appropriate. The co-ordinator will be encouraged to undertake personal reading and will have access to both in-house and external I.N.S.E.T.

Health and Safety Considerations

It is our intention that all our children benefit from high quality and diverse experiences which may be accessed both in and out of school. It is therefore incumbent on all staff to ensure that all the required health and safety measures recommended by our governing body, the borough and legislation are adhered to.

Broadly we will: -

- Carry out necessary risk assessments especially for off site activities and the use of equipment and materials
- Check the relevant credentials of visitors in school
- Take all practical precautions to ensure a safe harmonious working atmosphere
- Ensure the safe ratio of adults to children when on trips

Online Safety consideration

As the use of computing in all its various and developing forms is embedded in St. Thomas' teaching and learning for both adults and children we need to be aware of the risks involved. Therefore it is incumbent on all adults to: -

1. Be fully conversant and compliant with our Online Safety Policy.
2. Ensure that our young people are aware of potential risks and how to practice safe, responsible behaviour wherever and whenever they are on line.
3. To ensure that Internet sites are age appropriate and fit for purpose.

To achieve this staff will need to: -

1. Keep up to date with Online Safety education.
2. Regularly revisit Online Safety rules with the children.
3. Give children and other adults information on where to seek help and how to report incidents.
4. Pay deference to Safety concerns with regards to accessing all digital technologies particularly when accessing online resources.

LEGALITIES

Although R.E. is not one of the National Curriculum subjects it is stipulated by law that R.E. must be taught in accordance with principles and policies determined by the L.E.A. and set out in the form of an Agreed Syllabus. Each L.E.A. has to establish a S.A.C.R.E. (Standing Advisory Councils in Religious Education).

The 1988 Act requires the content of the syllabus must "reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain".

Teachers must not present Religious Education in a way, which is distinctive of any particular religious denomination. It is not permitted for any teacher to adopt a doctrinal standpoint of a specific denomination and neglect to show that there are other equally deserving of respect.

Reviewed:

September 2003

September 2011

March 2013

November 2013

February 2015

February 2019

To be reviewed July 2019 in light of SIAMs changes and Collective Worship

May 2021