

**Snarestone Church of England (Aided)**

**Primary School**

**RE POLICY**

Date of Review: July 2019

Date of Next Review: October 2021

Signed Chair of Governors:

Dated:

***“Participate, Excel, Be Proud!”***

**RE POLICY**

**INTRODUCTON**

As a Church-Aided School, in accordance with the terms of our Trust Deed, the basis of our RE is Christian, reflecting the principles and practice of the Church of England. Although Christianity is strongly emphasized, it is important for children to understand and respect other faiths and life styles as they develop their own beliefs and values.

Our RE curriculum is based on two documents:

* The Leicestershire RE syllabus 2016-2021
* Understanding Christianity (introduced in 2016).

RE is an important part of our curriculum:

* EXPLICIT RE – that is the exploration of mainly Christian belief, symbols and practices.
* IMPLICIT RE – that is the exploration of feelings, experiences and responses to life which are valued in school.

**Policy Statement:**

Access to the curriculum is provided for all children. Parents wishing to withdraw children from RE have the right to do so, but are strongly encouraged to discuss any concerns with teaching staff, headteacher or governors, before reaching a decision.

**Aims:**

Through topic themes and the daily act of collective worship, we hope to achieve the following aims:

* That children acquire a reasonable knowledge and understanding of the beliefs and practices of the Christian faith.
* That children develop their knowledge of other religions and beliefs.
* That children understand how religious beliefs and values affect ways of living.
* That children develop a more reflective and caring approach to life.
* That children recognise and appreciate the richness of the spiritual dimension of life.

**Teaching and learning:**

In all year groups, children are given opportunities to work in a variety of situations, eg class groups, small groups, pairs or individually, so that activities can be matched to the learning needs of individual children. Lessons may include the use of videos, role play, drama, music, art, use of artefacts, discussion, invited visiting speakers and outside visits, including to St Bartholomew’s Church in the village. When appropriate, RE is linked with other areas of the curriculum, including PHSE and Citizenship, history, art, science and literacy.

**Curriculum content:**

The School uses two documents for planning, the Leicestershire RE syllabus (updated in 2016), alongside Understanding Christianity (also introduced in 2016). C of E schools are obliged to use the latter document, which was introduced in recognition that the teaching of Christianity needed to be improved, so that all pupils leave primary school with a much deeper understanding of the bible and Christian teaching. Both documents include a number of modules for Reception through to Year 6 (or KS1, lower and upper KS2), and the school has purchased associated lesson planning ideas for the teaching of each module.

A 2 year long term plan (attached as Appendix A) sets out which modules should be taught in each year group.

As in all lessons, teachers differentiate in each lesson to take account of age and learning needs, and lessons are progressive. Learning in RE is assessed using the assessment materials provided by both documents.

**Time allocation:**

As an Aided School, RE is a core subject and therefore taught either weekly, or as a weekly theme dependent on topic, and teacher’s preference. Learning is enhanced through visits and trips out, visitors in and real-life experiential learning. All classes aim to spend at least 5% of curriculum time in the study of RE. This is in addition to acts of collective worship.

**Early Years:**

The children in the Reception year have weekly or week themed RE sessions as above, and the plans meet the requirements of the Early Years Foundation Curriculum. Children in our preschool setting, Snarestone Cygnets, also learn about Christianity and other faiths and religion, belief and culture (eg Chinese New Year, Diwali).

**Resources:**

CHRISTIANITY, HINDUISM, JUDAISM, ISLAM and SIKHISM resource boxes are maintained, and there are a wide range of books available in the library (including 15 bibles) to support and enhance learning.

**SEND:**

Teachers involve all pupils in lessons through a variety of activities and adapt teaching to ensure that children with Special Educational Needs and disabilities participate as fully as possible and demonstrate their understanding and achievements.

**Entitlement and Equal Opportunities:**

The RE curriculum provides effective learning and development opportunities for all our pupils, regardless of gender, race, disability, religion or belief, gender reassignment, sexual orientation and we ensure full entitlement and access.

**More and Very Able Pupils:**

Children who show exceptional aptitude in RE will be challenged by focused teacher questioning. They may also be set further challenging tasks relating to classwork.

**Monitoring and Assessment:**

Children’s development and learning is monitored by questioning, teacher observation and use of the end of unit and end of year assessments.

**Appendix A: RE 2 year plan – 2018/20**

**Class teacher to decide the order of the modules throughout the year.**

**The modules in black type are from the Leicestershire 2016 curriculum and details of each module can be found in the copy of the 2016 syllabus in staffshare/staff/resources/curriculum/RE/Leicestershire 2016 curriculum, together with lesson plans and teaching & learning ideas.**

**The modules in red are from Understanding Christianity (which as a church school we must follow) and replace the Christianity based modules from the Leicestershire RE curriculum. Details of each module can be found in staffshare/staff/resources/curriculum/RE/Understanding Christianity.**

|  |  |  |
| --- | --- | --- |
|  | **2018/19** | **2019/20** |
| **SWANS**  **(Reception)** | F1: Which stories are special and why?  Why do Christians perform nativity plays at Christmas? Or Why do Christians put a cross in an Easter garden?  F3: What places are special and why?  F5: Being special: where do we belong?  Why is the word God so important to Christians?  F6: What is special about our world | Repeat |
| **SWALLOWS**  **(Year 1 & 2)** | 1.3 Why does Christmas matter?  1.5 Why does Easter matter?  1.2: Who is a Muslim and what do they believe, **OR** 1.3: Who is Jewish and what do they believe?  1.4 What is the good news that Jesus brings? | 1.5: What makes some places sacred  1.1 What is God like?  1.2 Who made the world?  1.6: What does it mean to belong to a faith community? |
|
| **HERONS**  **(Year 3 and 4)** | 2a.2 What is it like to follow God?  L2.6: Why do some people think that life is a journey and what significant experiences mark this?  2a.5 Why do Christians call the day Jesus died ‘Good Friday’?  L2.9 What can we learn from religions about deciding what is right and wrong?  2a.3 What is the Trinity? (Incarnation and God) | 2a.6 When Jesus left, what next?  L2.4: Why do people pray?  2a.4 What kind of world did Jesus want?  L2.8: What does it mean to be a Hindu in Britain today?  2a.1 What do Christians learn from the Creation story? |
| **KINGFISHERS**  **(Year 5 & 6)** | U2.1: Why do some people believe God exists?  2b.4 Was Jesus the Messiah?  U2.7: What matters most to Christians and to Humanists?  2b.6 What did Jesus do to save human beings? [Y5] OR 2b.7 What difference does the Resurrection make for Christians? [Y6]  2b.1 What does it mean if God is holy and loving? | 2b.8 What is the Kingdom of God? OR 2b.5 What would Jesus do?  U2.3 What do religions say to us when life gets hard?  2b.2 Creation and science: competing or complementary?  U2.6: What does it mean to be a Muslim in Britain today?  2b.3 How far does following God bring freedom & justice? |