



RE Policy

September 2021

Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*



AIMS AND OBJECTIVES:

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Within The Forge Trust we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

THE LEGAL POSITION OF RELIGIOUS EDUCATION (RE):

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the Principal. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the Principal. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Nottinghamshire SACRE Agreed Syllabus and it meets all the requirements set out in that document.



The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

TEACHING AND LEARNING

Within the Forge Trust we base our teaching and learning approach on the Teaching and Learning Toolkit. We believe that a key principle in RE is that children should have opportunities to both learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our curriculum enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali and Pesach (amongst many others) to develop their religious thinking. The Forge Trust organises visits to local places of worship and invites representatives of local religious groups to come into school and talk to the children. The children will consider "Big Questions" within religious faiths. Children have opportunities to discuss religious and moral issues to develop their own views and understanding.

Within the Forge Trust we recognise the importance of meeting the needs of a range of pupils with different learning requirements including special educational need. For this reason we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and using the principles of differentiation outlined in the Teaching and Learning Toolkit.

We plan our religious education curriculum in accordance with the Nottinghamshire SACRE's (Locally Agreed Syllabus). We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. We carry out the curriculum planning in religious education in three stages long-term, medium-term and short-term (weekly/daily planning)..

The teaching of RE presents opportunities to promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. Spiritual, moral, social and cultural development. Through teaching religious education in our school, we provide opportunities for spiritual development.



Children consider and respond to questions concerning the meaning and purpose of life. We support children to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives.

MONITORING AND REVIEW

Class teachers are responsible of assessing and monitoring pupil's progress in this subject area. The RE subject leader and wider Leadership Team is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through work scrutinies, pupil interviews and lesson observations. The subject leas is also responsible for supporting colleagues in the teaching of RE through staff meetings and for action planning within the subject. The RE subject leader is also responsible for the maintenance, ordering and upkeep of RE resources.

Withdrawal from RE lessons/Trips

Parents have the legal right to withdraw pupils from RE but this must be discussed with the Principal. A class teacher cannot make the decision to allow a child/parent to withdraw from RE lessons. If the parent chooses to go ahead and withdraw their child from RE this must be given to the school in writing by the parent. Staff should refer to the Nottinghamshire Agreed Syllabus for information about speaking to parents and withdrawing pupils from RE and the issues surrounding this, including the negative implications, must be highlighted to the parent (for example, missing lessons that may link to other subject areas, for example, Literacy lessons, which may have an impact on the pupil's progress and learning), as well as issues of discrimination. The withdrawal of a child from RE lessons should be the last resort as RE is an important part of learning and understanding about the world and community.

EYFS

We teach RE in reception classes as an integral part of the Understanding of the world work covered during the year. As the reception class is part of the Foundation Stage we relate the RE side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. RE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.



Assessment

We assess children's work in RE by measuring their understanding of a topic: we pre and end-test concept walls that contain all key concepts and vocabulary related to a specific topic. On completion of a piece of work the teacher marks the work and comments as necessary. Children also have the opportunity to reflect about their learning at the end of a topic, and fill in a 'reflection box' that states what they have learnt and what they would still like to know more about.

Reports to parents are completed at the end of the academic year when indicators are made to the individual's progress in this area of the curriculum, linked to National Curriculum age related standards.

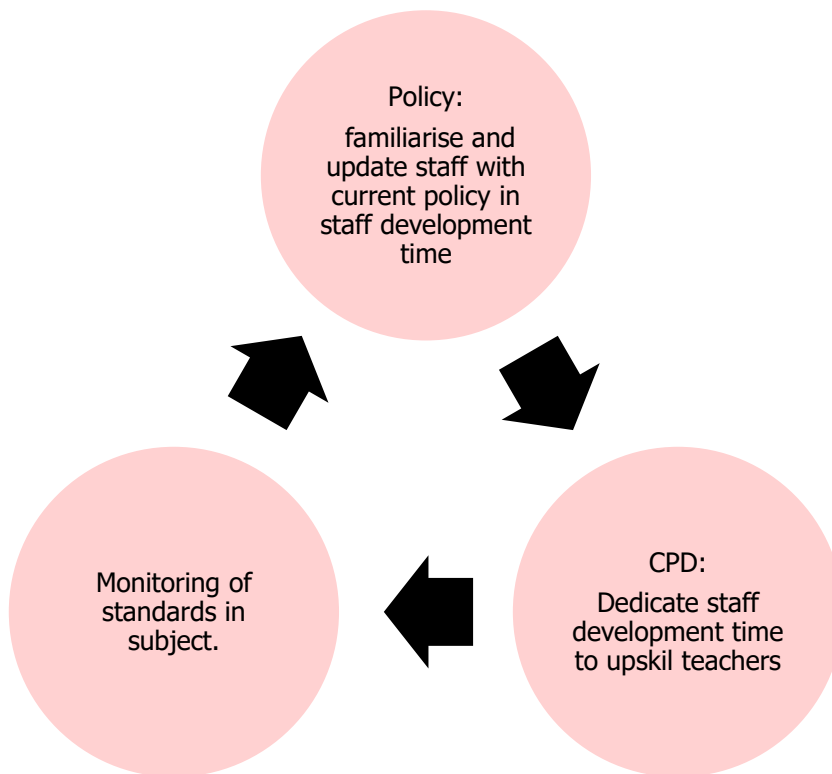
Equal Opportunities

Equal Opportunities. It is the responsibility of all teachers at The Forge Trust to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Monitoring

It is the responsibility of the RE co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements.

This will involve the following cycle:



The co-ordinator will ensure that development priorities are reflected in the Subject Action Plan. They will attend termly network meetings for Geography and work collaboratively with other leaders in The Forge Trust to improve the curriculum. CPD, standards and provision in the subject.

