



RE Policy



Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body			



Uphall Primary School RE Policy

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff.

Context

The context of RE at Uphall Primary School is that of a large urban primary school, serving children in the age range 3-11.

We teach according to the Redbridge Agreed Syllabus.

We recognise the variety of religious and non-religious backgrounds from which our pupils come.

We welcome the diversity and we intend to be sensitive to the home background of each child.

We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.

We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at Uphall Primary school is that we want to ensure our children have an awareness of the beliefs and cultures within and beyond their school community. We would like for children to develop fundamental skills that will support their analysis and response to various questions posed by religion. RE is a central subject for us as it encourages our children to develop their very own sense of identity and belonging. Therefore, it is of high importance as it is very essential to children beyond their school lives. London Borough of Redbridge is a multi-cultured area and it is important that our children develop respect and appreciation for diversity all around us. Our mission is to encourage curiosity amongst all children and broaden their horizons and to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.



RE at Uphall Primary School will be provided in line with the legal requirements.

These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Redbridge.

Within the framework of the law and the Agreed Syllabus, the aims in RE at Uphall Primary School are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious world views, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious world views represented in the United Kingdom;
- enhance their spiritual, moral, social and cultural development by:
- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- responding to such questions with reference to the teachings and practices of religions and world views relating them to their own understanding and experience;
- reflecting on their own beliefs, values and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and world views.



Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

The time allocated for teaching RE at Uphall Primary School weekly is:

EYFS planned within the EYFS Framework

KS1 1 hour

KS2 1 hour

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop.

Resources are stored in the resources room and should be returned after use.

Our school has invested in new books/religious artefacts/DVDs/picture packs/posters. Our staff are given protected time to familiarize themselves with any new materials.



Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

The RE subject leader supports class teachers to organise these educational visits.

Matching Work to Pupils' Needs

Our whole school Inclusion policy applies to RE.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term.

The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.



Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals.

Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Named RE subject leader: Sharmaine Moonsamy

Headteacher: Dr K Atwal

Date: 3.11.22

Date for review: 3 Years