

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



RE policy

Spring 2023
To be reviewed Spring 2026

Introduction:

Our school is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and EAL pupils.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. RE is taught in accordance with the aims of the Agreed Syllabus produced by Birmingham SACRE in 2022 and ongoing updates provided by this institution.

Legal Requirements:

In accordance with the law we provide religious education for all pupils registered at the school. Parents who choose to withdraw their children from Religious education lessons are required to meet and discuss this with the year group teacher and Senior leadership but are entitled to withdraw their child if they so wish.

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Birmingham Agreed Syllabus. RE is taught in termly units across the school in a combination of religion-based and thematic topics defined as dispositions.

Teaching and Learning :

Planning for Religious Education is based on the three Attainment Targets in the Agreed Syllabus:

1. Learning about Religions
2. Learning from Religions
3. Learning to discern

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impact on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of independence, to reason, evaluate and make decisions. Pupils learn to communicate their knowledge and understanding using specialist vocabulary.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values.

Learning to discern from religious teaching provides opportunities for pupils to evaluate and explore circumstances and individual perspectives regarding dispositions explored in class.

Further learning is taken from using Religious education to support wider curriculum themes across school and both the syllabus and key themes from these subjects are used to extend children's understanding of people, faith, religion and their history.

Equal opportunities:

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees, ethnic diversity and religious observations, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community. School events and festivals are posted on the school class pages.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE, philosophy for children and our thematic assemblies, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. We extend the development of SMSC, mutual respect and harmony through all areas of school life.

Recording, Marking, Assessment and Reporting:

Each teacher keeps records about a child's achievement using a combination of observing, questioning and marking of pieces of work. Evidence is recorded in a class RE journal and on Seesaw. These form part of a child's overall outcome of whether a child is working at expected, emerging or exceeding against key objectives in the year group.

Management and communication:

The teaching, assessing and resourcing of Religious Education is managed by the subject leader, in close collaboration with the Curriculum leader. The subject leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is collected for monitoring and a sample of evidence looked at regularly throughout the year. The scheme of work is evaluated annually.

Resources are bought with the annually allocated Curriculum budget.

Governors are kept informed of developments and priorities through regular feedback and, where necessary, reports written by the subject leader. Parents and carers are kept informed of developments through Head Teacher newsletters, parent workshops and end of year reports.

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Policy adopted by Governing Board

Signed Chair of Governing Board

Date