



RE Policy

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Statement of intent

The Shrubbery School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2024) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

3. EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social and emotional development
- Understanding the world

All children will encounter religions and worldviews through multiple methods of teaching, e.g. books, educational visits and storytelling. All children will reflect on their feelings and experiences. Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's EYFS framework.

4. Curriculum

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes. The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE. The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

5. Teaching and learning

The RE curriculum is delivered at least once a week for KS1 and KS2.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

6. Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term. The results from formative assessments will be used to inform teachers' lesson plans. Summative assessment will be carried out

at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term.

Class teachers monitor and evaluate children's progress on Classroom Monitor at the end of each half-term. The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

7. Withdrawal from RE lessons

At The Shrubbery School, our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

However, parents/carers have the right to withdraw their children from all or part of Religious Education studies. Those parents/carers wishing to exercise this right are invited in to see the headteacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

Where parents have requested that their child is withdrawn, their right must be respected. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

8. Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader.