



**BIRCH COPSE PRIMARY SCHOOL**  
**RELIGIOUS EDUCATION POLICY**

**Version**

Version: 1.1

**Status:**

Good Practice

**Introduction**

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. Religious Education will be taught in accordance with the National Curriculum Programmes of Study and QCA Schemes of work. Progress will be monitored towards achievement at each level. Due regard will be paid to the advice received from the statutory bodies.

**Aims and Objectives**

Religious Education is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

The teaching of R.E should help pupils to

- acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- develop their ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.
- reflect on their own beliefs, values and experiences and consider how they relate to and differ from those of other people.
- develop respect for other people's right to hold different beliefs.
- develop a positive attitude towards living in a society of diverse religions.

**Planning and Organisation**

**Planning**

Planning for Religious Education is carried out following the scheme of work, policy and guidance notes for R.E. These documents are the responsibility of the R.E subject leader. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

**Pupils' experiences**

At Birch Copse Primary we aim to promote the spiritual, moral and cultural development of all pupils.

Pupils will be given the opportunity to develop their understanding of Christianity and the other principal religions in Great Britain. Pupils will also develop skills of investigation, evaluation and interpretation to aid their knowledge and understanding of the subject.

In Foundation Stage RE is taught through the Knowledge and Understanding section of the Foundation Stage Curriculum. Through a cross-curricular approach pupils will develop an understanding of their own needs, feelings and beliefs and those of others.

All pupils will follow areas of study as defined in schemes of work for KS1 and KS2.

**Cross-curricular links**

Cross-curricular links are embedded in the planning, teaching and learning of R.E. Medium term plans are adapted and linked to topics where appropriate.

### **Information and Communication Technology**

The use of ICT and the teaching of ICT should enhance, develop and support pupils' learning of R.E.

### **Homework**

Appropriate homework will be set by the class teacher to enhance and develop children's learning in R.E following guidelines from the school's homework policy.

### **Equal Opportunities and Special Needs**

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the R.E curriculum. Those identified as Able, Gifted and Talented in Religious Education will be given opportunities to develop their skills.

Permission to withdraw a pupil from Religious Education may be obtained.

### **Assessment, Record Keeping and Marking**

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in R.E is assessed.

### **Monitoring**

The monitoring of R.E will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of R.E. Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

### **Other Policies and Documents**

Please also refer to the following policies and documents:

School based:

R.E Guidance notes, R.E Scheme of Work, KS1 and KS2 topic cycles, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy, Homework policy

Other:

National Curriculum, QCA Scheme of Work

### **Role of the Religious Education Subject Leader**

- To audit, order, organise and store resources appropriately
- To manage the R.E budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of R.E and keep staff informed of changes in the curriculum
- To keep the R.E subject leader's file up to date
- To monitor and evaluate Religious Education standards throughout the school
- To organise any school-wide events associated with R.E.

### **Responsible officer**

RE Subject Leader

**Date of last review: November 2014**

**Dates of amendments: 9<sup>th</sup> February 2010**

**Date of next review: November 2017**