

‘Every child, Every chance, Every day’

Reviewed By	Louise Vincent	Policy Owner	November 2020
Approved by	Annette Hixon	Head of School	November 2020
Ratified by	Peter Gould	Chair of Governors	November 2020
NEXT REVIEW			November 2021

Rationale

“As a Shirley RE Inquirer, I will first consider my own experience and that of others I know. I will then explore key concepts through different religions, noting similarities and differences, and discern why these concepts hold significance for those living a religious life. Finally, I will consider how this new understanding might affect my own behaviours or beliefs.”

At Shirley, we believe RE plays a vital role in promoting understanding, respect and tolerance between people of different faiths and those with none.

Aims

- To provide a wide range of encounters with religion which will help the children form a view of the world that they can apply to their own experiences
- To encourage and develop the children’s interest and opinions about concepts that are common to themselves and religions, and recognise and express their own values and beliefs
- To enable children to consider the effects religion has on people’s lives, including their own.
- To be reflective about their own beliefs, religious or otherwise, that inform their perspective on life. At all stages of the cycle of enquiry in Living Difference III, the children will be given the opportunity to develop creative and critical thinking, linking this with P4C learning.
- To ensure religious education is part of a broad and balanced curriculum in order to help prepare our children for life in modern Britain.
- To create a safe space for our children to explore contested, and at times controversial issues, which in turn will aid the school in preventing extremism.

Principles for teaching and learning in RE

RE at Shirley Junior School is taught in accordance with the legal requirements of the Agreed Syllabus for Southampton, *Living Difference III*. In each unit the children are required to: enquire, communicate,

contextualize, evaluate and apply. On average, 45 minutes each week is devoted to RE. Lessons may be blocked, depending on the unit of work.

Strategies for teaching of RE

We use a number of strategies to cover all styles of learning including:

- creative arts such as drama, art and music
- a mix of whole-class/group/individual approaches
- mixed-ability groupings with tasks appropriate for children's ages and abilities

Wherever possible we use first-hand experiences as a stimulus for learning. We encourage children to question the stories, the practices and beliefs they encounter and form opinions about them.

When planning and delivering the RE curriculum, reference is made to ensure that the health and safety, equal opportunity, and special needs policies are met.

The school has close links with the local church. Outside visitors contribute to the RE curriculum. Children are encouraged to work in an atmosphere that is tolerant of each person's beliefs, ensuring it conforms to the ethos of the school and is within the framework of the law, echoing our British Values.

Strategies for progression and continuity

The overview has been provided by the RE co-ordinator. Year groups provide their RE planning with advice, where required, from the RE manager. Staff are able to adapt short-term planning to suit their own class needs.

Progress and Assessment

Throughout each year, the children are assessed on each aspect of the RE cycle. Progress of children is monitored by the RE manager, by conferencing children, through work sampling and teacher assessments. Example ARE statements have been added to INSIGHT tracker for reference. The aim is for all children to achieve ARE in RE across the school. RE books are kept and handed up to the next year group to also help monitor progress throughout the school.

Strategies for use of resources

A wide range of resources is available to enrich the RE curriculum, including posters, videos, artefacts, books and websites. Resources are ordered by the RE manager according to the allocated budget. Resources can be accessed by all staff in the following ways:

- ❖ in labelled boxes allocated for each religion studied in RE area in the resources room.
- ❖ in various fiction and non-fiction books here and in the library.

Withdrawal

Parents have the right to withdraw their children from RE in part or in whole, provided they give written notification to the Headteacher. Pupils who are withdrawn are supervised in a different class and provided with alternative activities.