



Medina House School

RE Policy

Date approved by governors: _____

Review Date: October 2021

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Statement of intent

Medina House School recognises the effect that an inclusive teaching style can have on a 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, in accordance with the locally-agreed syllabus of the **Isle of Wight, *Living Difference III***.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils have the opportunity to plan, practise and evaluate their work, according to individual need and ability.
- All pupils have access to all elements of RE, as per the locally-agreed syllabus.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs across both key stages.

Signed by:

_____ Head teacher

Date: _____

_____ Chair of governors

Date: _____

1. Legal framework

- 1.1. This policy has due regard to legislation, including, but not limited to the following:
 - The Education Act 1996, section 375
 - The Education Act 2002, section 78
 - The School Standards and Framework Act, schedule 19
- 1.2. This policy has been created with regard to the following DfE guidance:
 - DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
 - DfE (2017) 'Statutory framework for the early years foundation stage'

2. Aims

- To provide a wide range of encounters with religion, including Christianity and three other principle religions in Great Britain, which will help pupils form a view of the world that can be related to their own experiences.
- To encourage and develop pupils' interest in and opinions about simple concepts that are common to both their own lives and religions, and to provide the opportunity for them to recognise and express their own values and beliefs.
- To give pupils the opportunity to consider the effect religion has on people's lives.
- To foster respect and positive attitudes towards the religious beliefs and cultures of others.
- To develop an awareness of the beauty of the world, nurturing a sense of mystery, wonder and curiosity.

3. Roles and responsibilities

- 3.1. The **subject leader** is responsible for:
 - Preparing policy documents, curriculum plans and schemes of work for the subject.
 - Reviewing changes to the locally-agreed syllabus and advising teachers on their implementation.
 - Monitoring the learning and teaching of RE, providing support for staff where necessary.
 - Ensuring continuity and progression as children move through the school.
 - Encouraging staff to provide effective learning opportunities for pupils.
 - Helping to develop colleagues' expertise in RE.
 - Organising the deployment of resources and carrying out an **annual** audit of all related resources.
 - Liaising with teachers across both key stages.
 - Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.

- Leading staff meetings related to RE and providing staff members with the appropriate training.
 - Ensuring common standards are met for recording and assessing pupil performance.
 - Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
 - Collating assessment data and setting new priorities for the development of RE in subsequent years.
- 3.2. The classroom teacher(s) is/are responsible for:
- Acting in accordance with this policy.
 - Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the **Isle of Wight**.
 - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the **Isle of Wight**.
 - Liaising with the **subject leader** about key concepts, resources and support for individual pupils.
 - Monitoring the progress of pupils in their class.
 - Reporting any concerns regarding the teaching of the subject to the **subject leader** or a **member of the SLT**.
 - Undertaking any training that is necessary in order to effectively teach RE.

4. Early Years Foundation Stage (EYFS)

- 4.1. There is a legal requirement to deliver RE to Reception age children within the Foundation Stage according to the Agreed Syllabus.
- 4.2. Where possible, links will be made between RE and other areas of learning as pupils work towards the early learning goals. RE-based experiences are especially meaningful within 'personal, social and emotional learning' and 'understanding the world'.
- 4.3. Pupils will encounter simple concepts which are particularly appropriate for this stage in their development, such as *celebrating* and *family*.
- 4.4. Pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 4.5. **Teachers** will encourage imaginative play and curiosity in pupils.

5. Curriculum

- 5.1. **Medina House School** adheres to the locally-agreed syllabus of the **Isle of Wight**, *Living Difference III*.
- 5.2. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 5.3. All pupils will have a high quality, coherent and progressive experience of RE.

- 5.4. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 5.5. Good practice for the curriculum include:
 - 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.

6. Teaching and learning

- 6.1. At Medina House School, RE is taught every half term as a block of work during an 'RE week'. This ensures that we follow the recommended time allocation of 36 hours for RE per year in the Reception year of the Foundation Stage and Key Stage 1, and 45 hours for RE per year in Key Stage 2.
- 6.2. Classroom teachers use a wide variety of resources which model the religious and non-religious beliefs of Great Britain.
- 6.3. Classroom teachers ensure that all pupils can access their work in RE in a 'Total Communication' environment with the use of switches, photographs, signs and symbols etc.
- 6.4. Classroom teachers work together with teaching assistants, therapists, carers and parents to ensure that all pupils can be involved in experiencing our work in RE as fully as possible and that any barriers to their doing so are minimised.
- 6.5. During RE lessons, sufficient time is given for pupils to develop their own ideas and evaluate their own work and achievement.
- 6.6. To improve understanding of the concept being studied, several methods of teaching will be deployed including but not limited to:
 - Sensory Storytelling.
 - Adult-led activities.
 - Child initiated activities.
 - A mix of whole class / group / individual approaches.
 - Links with the creative arts, such as drama, art and music.
- 6.7. Wherever possible we use first-hand experience as a stimulus for learning, including links with our local church and by encouraging visiting speakers and specialists into school.
- 6.8. 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.

7. Planning

- 7.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils, and each pupil will have individual learning outcomes.
- 7.2. Planning for RE will be comprised of long-term, medium-term and short-term planning which will be carried out by the relevant member of staff.
- 7.3. Long-term plans will be created by the **subject leader** and will include the concepts studied in each term during the key stage.
- 7.4. Medium-term plans will be established by the **subject leader** and the details of work studied each term will be outlined for the teacher to build upon.
- 7.5. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the **teacher** and referred to the **Head teacher** for verification.
- 7.6. The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 7.7. **Teachers** are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which 'cycle of enquiry' for the specified concept could be taught.

8. Assessment and reporting

- At Medina House School we are currently developing our own assessment for RE by adapting the age-related expectations contained in the appendices of the *Living Difference III* documentation. Assessments are made to monitor attainment and progress in RE and inform future planning.
- Attainment in RE is recorded by individual class teachers.
- Children's progress in RE is reported to parents annually.

9. Resources

- 9.1. The **subject leader** is responsible for the management and maintenance of RE resources, as well as for liaising with the school business manager to purchase further resources.
- 9.2. Pupils will be encouraged to use a wide range of resources that reflect their individual needs and abilities.
- 9.3. Resources are kept in the RE resource cupboard.
- 9.4. Resources include:
 - Natural cultural, architectural and commercial resources found all around the Isle Of Wight
 - Packs of photographs, symbols and real objects related to topics
 - BBC schools clips
 - Religious and multi-cultural artefacts and costumes
 - Interactive Whiteboard, Computer and Sensory room programmes
 - On-line software and desktops

- IOW Learning and Development Resource Centre – books and artefacts available to borrow.

10. Equal opportunities

- 10.1. All pupils will have equal access to the RE curriculum.
- 10.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 10.3. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- 10.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

11. SMSC elements

It is important when teaching RE that we encourage certain values and attitudes. Through understanding and knowledge comes respect. Through the study of different places and through whole school celebration we aim to develop children's understanding and knowledge of peoples' race, religion and culture. RE learning will offer equal interests and opportunities to both boys and girls and prepare them adequately for life in modern Britain.

12. Health and Safety

- All teachers, children and adults are expected to be aware of the need for safe working at all times.
- All electrical equipment is regularly checked.
- All class trips are subject to full risk assessments which are included on the EVOLVE forms which must be submitted to our EVC Coordinator and approved by the Head teacher or Deputy Head teacher and signed by all members of staff attending the trip.

13. Monitoring and review

- 13.1. This policy will be monitored and reviewed on an **annual** basis by the **subject leader**.
- 13.2. The scheduled review date for this policy is **October 2021**.
- 13.3. The **subject leader** will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the **Isle of Wight, Living Difference III**.
- 13.4. Any changes to the locally-agreed syllabus of the **Isle of Wight, Living Difference III** will be communicated to the Head teacher.
- 13.5. Any changes to this policy will be communicated to all teaching staff.