



# **Brickhouse Primary School**

## **RE Policy**

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## **Statement of intent**

Brickhouse Primary 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 Sandwell SACRE.

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 know how to plan, practise and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- 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 consistently throughout the key stages.

## **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. Roles and responsibilities**

2.1. The RE Lead Teacher is responsible for:

- Preparing policy documents, and sharing the SACRE curriculum plans and schemes of work with the staff, under the guidance of the Curriculum Leader.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out regular audits of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- 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.
- 2.2. 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 Sandwell SACRE.
  - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the Sandwell SACRE.
  - Liaising with the RE Lead Teacher about key topics, resources and support for individual pupils.
  - Monitoring the progress of pupils in their class on a termly basis and reporting this on an annual basis to parents.
  - Reporting any concerns regarding the teaching of the subject to the RE Lead Teacher or Curriculum Leader
  - Undertaking any training that is necessary in order to effectively teach RE.

### **3. Early Years Foundation Stage (EYFS)**

- 3.1. All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.
- 3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 3.3. All pupils will reflect on their feelings and experiences.
- 3.4. Teachers and other staff will encourage imaginative play and curiosity in pupils.

### **4. Curriculum**

- 4.1. Brickhouse Primary School adheres to the locally-agreed syllabus of the Sandwell SACRE, through the use of the Discovery RE purchased curriculum.
- 4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 4.4. All pupils will have a high quality, coherent and progressive experience of RE.
- 4.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.

- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.
- 4.8. 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.

## **5. Teaching and learning**

- 5.1. The RE curriculum is delivered once a week for KS1 and KS2.
- 5.2. 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.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- 5.5. To improve understanding of the topic, several methods of teaching are deployed including but not limited to:
  - Storytelling.
  - Adult-led activities.
  - Child initiated activities.
  - Research activities.
  - Debating.
  - Dramatic performance.
  - Reflecting on their own experiences and the experiences of others.
- 5.6. 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. Planning**

- 6.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 6.2. Planning for RE will use the resources and structures provided by Discovery RE
- 6.3. Long-term, medium and short term plans are produced by Discovery RE and will include the topics studied in each term during the key stage.
- 6.4. The RE Lead Teacher is responsible for communicating any changes to the scheme to teachers prior to the start of a new term.
- 6.5. Teachers are responsible for using Discovery RE short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 6.6. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

## **7. Marking, Assessment, & Reporting**

- 7.1. Marking is to be completed in all RE books by whoever covers or teaches RE across school
- 7.2. RE should be marked as per the Marking Policy using a positive comment and a question for each piece of work.
- 7.3. Teachers assess children's RE work by making assessments as they observe the children working during lessons.
- 7.4. INSIGHT trackers are kept and updated termly across Key Stage One and Two. These records help teachers to record children's progress annually in the form of a school report and level descriptors.
- 7.5. In addition to this the EYFS profile is completed in the Foundation Stage and RE is covered through the 'Understanding the World' area of learning.
- 7.6. Pupils will be assessed throughout the year.
- 7.7. Assessment will be carried out on the key skills at the end of a unit of work. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their education.
- 7.8. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

## **8. Resources**

- 8.1. The RE Lead Teacher is responsible for the management and maintenance of our RE resources, as well as for liaising with the Office Manager to purchase further resources.
- 8.2. RE resources are stored in storage units outside our staffroom linked to the appropriate units of work and religions. Big books are also available in school linked to different religions. Off site visits are planned for linked to class units and we also have a link with a local vicar, who visits school for events such as; Harvest and Christmas celebrations and regular assemblies.
- 8.3. The RE Lead Teacher will undertake an audit of resources on a regular basis.

## **9. Equal opportunities**

- 9.1. All pupils will have equal access to the RE curriculum.
- 9.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 9.3. 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.
- 9.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **10. Monitoring and review**

- 10.1. This policy will be monitored and reviewed on a three yearly cycle by the RE Lead Teacher
- 10.2. The scheduled review date for this policy is March 2027
- 10.3. The RE Lead Teacher will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of Sandwell SACRE.
- 10.4. The RE Lead Teacher and the Curriculum Manager will attend the Agreed Syllabus Conference (ASC) to review the locally-agreed syllabus of the LA, when this is required.
- 10.5. Any changes to the locally-agreed syllabus of Sandwell SACRE will be communicated to the Headteacher.
- 10.6. Any changes to this policy will be communicated to all teaching staff.

Date: March 2024

Review: March 2027