



HILLTOP
PRIMARY SCHOOL

Religious Education Policy

Key Document Details:

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Purpose

This policy outlines the teaching, organisation and management of Religious Education teaching and learning at Hilltop Primary Academy.

'The aim of religious education is to promote the spiritual, moral, social, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.'

In the 'NATRE RE,' that we follow RE consists of exploring and responding to religion and human experience in such a way that it promotes pupils' spiritual, moral, social, cultural, and intellectual development. Through our teaching of Religious Education, we aim to:

- Encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others
- Help pupils in their search for meaning and purpose in life
- Neither promote nor undermine any religious, spiritual or secular stance
- Be accessible to pupils and teachers of any religious persuasion or none

IMPLEMENTATION

R.E. involves the twin processes of exploring and responding to religion and human experience, in such a way that it promotes pupil's spiritual, moral social and intellectual development. There are ongoing RE Units which are planned for each year group, which gives the school an opportunity to focus on Christian traditions, (including Easter and Christmas), as well as; cultural traditions, important religious festivals and traditions celebrated by other faiths within our school community.

Planning

Year groups plan their R.E. using the 'NATRE' and support materials.



Teaching and Learning

Teaching and Learning in RE will take place using a variety of different: pedagogical approaches, resources, and experiences. • The work in RE is a mixture of class teaching, working cooperatively in groups and independent learning. Groups are usually of mixed ability and children are encouraged to communicate their findings in a variety of ways.

Time Allocation

The recommended time allocation for R.E. is as follows: - 45 hours per year. Approximately 1 hour per week.

Impact

As with all our subject teaching, we do not teach RE in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to develop pupils' critical thinking and ability to analyse, promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues and develop pupils as active and responsible citizens.

Assessment

Teachers of RE are encouraged to adopt a manageable and flexible approach to recording pupils' attainment and achievement in RE using, for example, the following methods: within the context of regular marking and feedback to pupils, setting the assessment tasks included in the support material. Highlighting and displaying examples of achievement, including pupils' statements and questions, for all to note and aspire to; record examples of attainment and achievement in its breadth and diversity; and • developing a shared language through which targets for future development can be expressed.

The RE Subject Leader role

Facilitate the development of R.E. throughout the school. Disseminate information to colleagues.

Provide appropriate R.E. INSETS when necessary. Work alongside class teachers to develop the R.E. Scheme of Work and learning experiences. Work in an advisory capacity within year groups supporting R.E. teaching and providing appropriate guidance and resources. Review



R.E. and policy documents. Monitor the implementation and review of the R.E. Policy and Scheme of Work. Examples of children's work may be kept and recorded, as well as photographs of R.E. work and displays.

Equal Opportunities and Special Needs

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment conducive to learning, where each child is valued, respected, and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes, there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources, or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by setting common tasks that are open-ended and can have a variety of results. Grouping children by ability and setting different tasks for each group as and when appropriate. Providing a range of challenges through the provision of different resources. Arranging pupils into mixed ability groups with more able pupils supporting SEN and EAL pupils to access tasks. Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils. Modifying or providing additional resources that can be used to support a child's access to the curriculum.

Parental Right to Withdraw their child from R.E

Parents have the statutory legal right to withdraw their child partly or wholly from all or part of RE.

Religious Education, Collective Worship and Assemblies

Collective worship and assembly in school should promote the spiritual, moral, social, and cultural development of pupils. Acknowledge, explore, and celebrate the diverse nature of the school as well as local, national, and international communities.

Monitoring and Review

This policy will be reviewed annually.



Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |