



# Cabot Primary School

Learn together, respect each other, achieve forever

## Religious Education Policy

Adopted: February 2016

Review Date	Details	Owned by/linked to
June 2019	No changes	School
June 2022		

# Cabot Primary School R.E Policy

## Introduction

At Cabot Primary School we believe that Religious Education provides an opportunity to celebrate and foster awareness of differences and similarities within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes. RE is taught in accordance with the aims of the Agreed Syllabus for Bath & North East Somerset, Bristol, North Somerset and Somerset. This Syllabus has been approved by the Standing Advisory Councils on RE (SACREs).

## Legal Requirements

In accordance with the law we provide religious education for all pupils registered at the school.

## The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Agreed Syllabus. RE is taught in termly units across the school in a combination of religion-based and thematic topics.

## Teaching and Learning

Planning for Religious Education is based on the aims outlined in the Agreed Syllabus:

1. *Successful learners* who enjoy learning, make progress and achieve;
2. *Confident individuals* who are able to live safe, healthy and fulfilling lives;
3. *Responsible citizens* who make a positive contribution to society.

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils learn to communicate their knowledge and understanding using specialist vocabulary.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Children are also developing attitudes as outlined in the AMV 2011 (Awareness, Mystery and Value 2011) scheme of work - Curiosity and wonder, open mindedness, self- understanding, respect and appreciation.

Wherever possible, links are made between Religious Education and other curriculum subjects.

At Cabot we adapt the broader scheme of work to draw on the varied experiences and backgrounds of our pupils, families and staff in order to make RE relevant and interesting to our pupils.

### **Equal opportunities**

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant global issues and to develop positive attitudes towards themselves and others.

### **Spiritual, Moral, Social and Cultural Development**

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

### **Recording, Marking, Assessment and Reporting**

Assessment takes place at the end of each unit in the scheme of work. This indicates what most pupils should know and understand. Judgements about children's achievements are made through formal assessment and regular marking of pupils' work. Pupils are guided about what they have done well, what they need to improve and ways in which they might make that improvement. Teachers are encouraged to complete assessments at the end of each unit of work. These assessments should indicate what students know and understand. Children are also encouraged to assess their learning at the end of each term and to self assess against 'I learned..' statements.

### **Management**

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management. The curriculum leader will provide INSET and training for other members of staff when necessary. RE planning is collected for monitoring and a sample of

books looked at regularly throughout the year. The scheme of work is evaluated annually.

Resources are bought with the annually allocated RE budget and stored in the PPA room –a central place, accessible to all staff.