



**'BE THE BEST YOU CAN BE!'**

# **RE Policy**

**Lead person responsible:**  
**Ms C Lago**

**Date:** **October 2019**

**Review Date:** **October 2021**

## Philosophy

This policy is a statement of our intentions and practices regarding the teaching of Religious Education at our school. This policy aims to specify those characteristics, which as a school we agree are necessary for the teaching of humanities.

The teaching of Religious Education will be in line with the whole school teaching and learning policy. It will also be wholly compatible with the school aims and mission, will follow the Brent Agreed Syllabus for Religious Education and the legal requirements.

## Aims

Religious Education at our school is taught in accordance with the Brent Agreed Syllabus for Religious Education, which states that ***“The aim of religious education is to learn about and from spiritual insights, beliefs and religious practices and to explore fundamental questions of human life.”***

In addition to this, we also aim to:

- Develop knowledge and understanding of different religious beliefs and practices and of their place and significance in human life.
- Develop an awareness of the importance of commitment to personal faith.
- Understand the connection between belief and morality and its effect on personal relationships, attitudes and choices.

## Organisation and Planning

The R.E. Curriculum is planned in accordance with the Brent Agreed Syllabus for Religious Education. Units of work ensure children learn about different faiths over their time at Roe Green Junior School. We ensure that the units studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit.

- The school celebrates many festival days representing the faiths at Roe Green through assemblies and specific teaching.
- Our assemblies promote an understanding of religion while incorporating spiritual, moral, social and cultural development.
- Collective worship is practised daily either within an assembly setting or within the classroom.
- We promote attitudes in the children that reflect care, respect and concern for others.
- Pupils are given opportunities to explore sensitive issues such as death and suffering.
- Religious Education challenges prejudice – stereotyping, sexism and racism and promote British values.

## **Equal Opportunities**

We believe every child is entitled to a full, varied and balanced education, regardless of class, gender, race or disability. We guarantee to provide these experiences for all pupils including pupils with specific educational needs. To ensure this, teachers will:

- Refer to the various cultural backgrounds of the children when making cross curricular links.
- Continually research and update multicultural aspects ensuring good representation in the school.
- Give opportunities for different groupings, e.g. pairs, small groups, individual friendship and mixed gender.
- Ensure that all children's opinions, evaluations and judgements are valued and seen to be equally valid.
- Individual Support Plans will be used for children who have been identified as having special education needs and disabilities. Individual Support plans will be written in collaboration with the SENDCO. Work will be differentiated accordingly.
- Opportunities to link R.E. with other areas of the curriculum are also used.

## **Monitoring**

The whole school will carry out folder observations throughout the school year. The subject leader will make folder observations throughout the year to ensure continuity and progression and to inform the action plan for the next academic year. Teachers produce reports to parents once a year and there are opportunities for parents to discuss work during parent's evenings or after school if an appointment is made.

## **Resources**

Resources for R.E. are kept in the Resource room and include books about major faiths, a collection of artefacts for each major faith. The R.E. subject leader keeps teacher up to date with online resources, such as espresso.

## **Marking**

Marking in R.E. is in line with the school marking policy.

## **Assessment**

Teachers will assess pupils as part of their daily teaching. Children's knowledge and understanding is informally assessed during class in group question and answer sessions and through observation during lessons as well as in the marking of written work.

Teachers will annotate plans to make appropriate provision for children who are not meeting or who are exceeding expectations.

Teachers will use ROMA to assess children's work.