**RE Policy for Malpas Alport Primary School.**

This policy has been adopted by the Malpas Alport Primary in consultation with the Head teacher, RE subject leader and teaching staff. It was approved in September 2022 and will be reviewed in September 2025

 **Context**

 ▪ The context of RE at Malpas Primary is that of a medium size primary school, serving children in the age range 2-11 years old.

▪ We teach according to the Cheshire West and Chester Agreed Syllabus

▪ We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.

▪ We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

**The Aims of RE at Malpas Alport Primary school**

RE at Malpas Alport Primary School will be provided in line with the legal requirements. These are that:

• the basic curriculum will include provision for religious education for all pupils on the school roll;

 • the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;

• the RE which is provided shall be in accordance with the locally agreed syllabus for Cheshire West and Chester.

 The legal requirements can be found here <https://www.natre.org.uk/about-re/legal-requirements>.

Within the framework of the law and the Agreed Syllabus, the aims in RE at Malpas Alport Primary school are for pupils to:

• acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;

• develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;

• develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;

• develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews

 • enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;

-responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;

-reflecting on their own beliefs, values and experiences in the light of their study;

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**Time Allocation.**

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. The time allocated for teaching RE at Malpas Alport Primary School is:

|  |  |
| --- | --- |
| EYFS | planned within the EYFS Framework |
| KS1 | 1 hour per week |
| KS2 | 1hour 15mins per week |

 RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

**Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Cheshire West and Chester Agreed Syllabus.

|  |  |
| --- | --- |
| EYFS | themes emerging from the EYFS Framework |
| KS1 | Christianity, Islam, Judaism and Humanism |
| Lower KS2 | Christianity, Hinduism, Judaism, Islam and Humanism |
| Upper KS2 | Christianity, Islam, Sikhism and Humanism |

**Teaching and Learning Strategies**

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way. We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the Humanities resource cupboard, and should be returned after use.

Our school has invested in new books/religious artefacts. A regular audit of resources takes place by the RE subject leader in order to update our collection.

**Visits and visitors**

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes.

All pupils will have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. The RE subject leader supports class teachers to organise these educational visits.

NB 2020-2022 visits to local places of worship were limited due to Covid restrictions.

From Summer 2022, the school commenced visits from faith leaders to enhance the pupils RE learning. Details of any visits/visitors can be found in the RE Subject Leaders curriculum folder on staff share.

**Matching Work to Pupils' Needs**

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability. Reasonable adjustments will be made to ensure all children at Malpas Alport Primary can access the learning and achieve well.

**Assessment**

We report on pupils’ progress and attainment in RE to parents, as required by law. The Cheshire West and Chester Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

In KS1 and KS2, pupils’ work is kept in an individual workbook. These books are designed to help teachers make judgments about attainment and progress and are available in each class. Early Years keep evidence of pupils work in Learning Journeys. The subject leaders will co-ordinate the addition of pupils’ work that provides clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples than are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE.

**Monitoring, Evaluation and Review**

We intend that this policy should operate for the next three years, and then be fully reviewed by all staff. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leaders each term. The subject leader’s role includes monitoring and evaluation of this policy in practice. We maintain a ‘self-evaluation’ of our RE work in preparation for any scrutiny.

**Self-Evaluation**

The subject leaders for RE will assess and review the subject’s strengths and areas for development in line with OFSTED guidance about self-evaluation and review.

**Staff training and CPD**

All staff have access to RE CPD in line with the subject leader’s identified areas for development. This is either ‘in house’ or from an external provider. The RE subject leader also attends local network meetings.

**Transition**

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

**Withdrawal**

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Named RE subject leaders: Mrs M Brown and Mrs Louise Rogers

Headteacher: Mrs Nic Wetton

Date: September 2022

Date for review: September 2025