



**ELSTON HALL**  
Primary School

# **Elston Hall R.E Policy**

**Subject leader: Mrs S Mcluskie**  
**Head Teacher: Mr K Grayson**

**Last Review of Policy: October 2016**

## **Elston Hall Primary School**

### **R.E** **Policy Statement**

Elston Hall is a very large primary school close to one of the main routes into the city. It serves an area with some degree of deprivation. Around a quarter of the pupils are from minority ethnic backgrounds, but nearly all speak English as their first language. Attainment on entry to the Nursery is below average.

Type of school: Primary

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

Number on roll: 686

### **Elston Hall School: Our Shared Vision:**

#### **Pupils:**

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated in order to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hard working and well motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

#### **Local and National Guidance:**

This policy is in line with guidance from the DFE [www.education.gov.uk](http://www.education.gov.uk) and the National Curriculum [www.nc.uk.net](http://www.nc.uk.net). The teaching of R.E at Elston Hall Primary School is based on the Wolverhampton Agreed Syllabus within which we aim to deliver R.E at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

#### **The Importance of Religious Education**

Religious Education enhances pupils' awareness and understanding of religious beliefs, including Christianity and other principal religions, whilst developing respect and sensitivity to others. It offers opportunities for personal reflection and spiritual development and encourages children to develop their own sense of identity and belonging. R.E also provokes challenging questions about issues of right or wrong and about God and what it means to be

human. Religious education therefore has an important role in preparing pupils at Elston Hall for adult life, employment and life-long learning.

### **The contributions of RE to the values of Elston Hall curriculum**

Religious Education actively promotes the values of truth, justice respect for all, care for the environment and human stewardship on earth. It places specific emphasis on:

- Pupils valuing themselves and others
- The role of the family and the community in religious belief and activity
- The celebration of diversity in society through understanding similarities and differences
- The influence of religion in the local, national and global community
- Sustainable development of earth

### **R.E aims**

We believe that Religious education should enable pupils to:-

- Promote religious understanding, discernment and respect
- Challenge prejudice and stereotyping
- Explore the significance of the environment both locally and globally and the role of humanity
- Promote pupils' self-worth, thus enabling them to reflect on their uniqueness and human belonging
- Share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships
- Develop a clear understanding of religions in the world today
- Learn about the ways different faith communities relate to each other
- Focus on ultimate questions and ethical issues
- Appreciate their own and others' beliefs and cultures and how these affect individuals, communities and societies

### **Religious Education and British Values**

At Elston Hall we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

The teaching of Religious Education will support and enable pupils to discuss and develop their understanding of the British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance

### **Equal Opportunities**

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

### **Timetabling - RE provision at Elston Hall**

It is expected that a minimum of 5% of curriculum time will be devoted to the teaching of RE. This means

- KS1- 50 minutes per week (approx.)
- KS2 – 1 hour and 15 minutes per week (approx.)

### **Planning Teaching and Learning**

To ensure the teaching of RE is broad and balanced Christianity should be studied at each key stage, with KS1 studying at least one other principal religion and KS2 at least two other principal religions. For children in the Early Years planned activities should fit into an interactive curriculum and where possible integrate, link and extend different strands of knowledge, attitudes, values, understanding and experience that link into Religious education.

### **Long Term Planning**

Teachers follow the overview of units of work taken from the Agreed Syllabus to ensure reasonable breadth and balance across age ranges. Each year group will teach four units of work across the year. Across each Key Stage all skills are covered showing progression relative to pupils age.

### **Knowledge, skills and understanding**

Teachers will plan suitably challenging religious activities in line with the Agreed Syllabus. In both KS1 and KS2 R.E will be taught through a range of themes set out in units of work. The units of work are designed to ensure continuity and progression of knowledge, skills and understanding. Teaching will focus on two key aspects of learning in Religious education: learning **about** religion and learning **from** religion.

### **Skills**

- Enquiry into and investigation

### **Medium Term Planning**

This looks in detail at the theme and includes details of:

- Learning objectives (which focus on RE learning not the activity and may be differentiated)
- Expected learning outcomes
- Clear steps to learning (which guide the children through their learning for the lesson and may be differentiated)
- Key questions shown in red
- Shared teaching of RE skills, knowledge and understanding for the lesson
- Activities (through which RE will be developed, these may be differentiated)
- Teaching assistant support

### **Short Term Planning**

Teachers may use their discretion as to how they plan individual lessons. Detailed medium term planning is sufficient evidence, however if teachers feel the need to plan in extra detail that is acceptable.

### **Teaching and Learning**

There are clear implications for the way in which R.E is taught.

We will use a variety of teaching methods best suited to the abilities and interests of the children, including:-

- Story telling
- Discussion and debate
- Role play and drama
- Visits to places of worship
- In-school religious days

### **Nursery/Reception**

#### **KS1**

#### **KS2**

### **Resources**

Pupils will be encouraged to select information from a variety of resources including:-

- Photographs, paintings, video's and posters
- Visitors
- Artefacts – original items and reproductions
- Documents, books, articles
- Information and Communication Technology
- Observations and personal experiences

Some of these resources can be located opposite the staff room. It is expected that when you have finished with a resource it is returned to its original place.

### **Cross Curricular links**

Some aspects of R.E are taught through other subjects.

Literacy - speaking and listening, reading, writing, drama/role play.

Science - the environment, similarities and differences in ourselves

D/T – food, artefacts, buildings, clothing

ICT – communication with others, investigating

Geography – environmental issues, understanding their own locality and communities, local and global religions

Art – religious art, symbols

Music – religious music

PE – religious dance

PSHE - developing confidence in beliefs and ideas, talk about opinions and listen to others, debate and support an argument with evidence, learn about choices and decisions, understand citizenship as being part of a community, think about right and wrong, the importance of rules and laws, consequences of actions, empathy, differences and similarities between people

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

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. Planning will be *annotated* with reference to children's acquisition of knowledge and development of skills. Guidelines for assessment procedures for foundation subjects are set out in the Assessment, Recording and Reporting policy which was updated in 2016. A monitoring timetable has been developed and agreed by Subject leaders and includes learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

### **Visitors from Religious Communities**

Visitors from communities of religion and belief are a rich and exciting resource for schools. When inviting visitors into school from local religious communities it is important that school staff ensure current legislation relating to child protection procedures is covered and implemented with regard to visitors to the classroom, collective worship or assembly venue. Elston Hall teaching staff should follow guidance laid out in current safeguarding policies and ensure essential information is recorded using the Visitors to School form available on the Cloud or inform a member of the safeguarding team prior to the visit.

### **Health and Safety**

All staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

### **The role of the R.E Leader**

#### **Primary Purpose:**

To be a Curriculum Leader; fulfill a curriculum and teaching role in accordance with the directions given by the Headteacher and Governing Body.

#### **Directly Responsible to:**

The Headteacher

#### **Principle responsibilities:**

To carry out the duties of a Curriculum Coordinator as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

### **Professional Responsibilities as a class teacher:**

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within a variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and challenges all.
- Participate in arrangements for Performance Management within agreed frameworks
- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events
- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

### **Curriculum and Whole School Responsibilities**

- Act as Leader for R.E leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self evaluation to ensure high standards attained by pupils in R.E
- Support colleagues as part of self review process encouraging the evaluation and sharing of good practice, report outcomes of monitoring activity to Curriculum Leader
- From evidence of monitoring and self review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Help in creating reports and action plans for a range of audiences; Governors etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to R.E and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.