



## *The Reddings Primary and Nursery School*

### **Religious Education Subject Policy**

#### **Subject Statement**

RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

The Reddings follow the Hertfordshire Agreed Syllabus of Religious Education 2017 - 2022 which we have used as the basis of our planning and delivery of RE

#### **Progression of skills**

The programmes of study are set out in eight key areas, which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Developing religious and theological literacy through religions and worldviews – this permeates through all areas of the programmes of study.

#### **The Key Areas:**

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

#### **A. Sources of wisdom and their impact**

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity that exists within and between religious traditions

#### **B. Personal and critical responses**

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility

- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

### **Planning/Curriculum and Assessment**

The Reddings follow the “Religion for Today and Tomorrow” for RE which builds-in coverage of and progression in both the content and concepts outlined in the Agreed Syllabus. This scheme shows how we have planned that “aspects of all six principal faiths are explored over key stage one and two”. Our medium-term RE plans, which are from the Framework give details of the main teaching objectives for each term and define what we teach.

Teachers are also expected to provide regular opportunities for children to write in subjects across the curriculum. They ensure an appropriate balance and distribution of work across each term, copies of these plans are kept by the class teacher and annotated and highlight to show what has been taught.

### **Monitoring**

Monitoring of Religious Education is in line with the Core Plan and takes place at least termly. This is led by the RE subject specialist and reports are produced as part of the Core Plan monitoring process. Outcomes of monitoring are fed back to the staff and teacher specific feedback forms part of the ‘teaching over time’ document. Monitoring of Religious Education includes: book looks, and pupil voice.

Governors will monitor the policy through their Governor visit programme which may include work scrutiny, pupil voice and progress data analysis.

### **Renewal of Policy**

This policy should be reviewed at a minimum every three (3) years. Should key changes occur in the curriculum or with Religious Education teaching pedagogy, the policy should be reviewed earlier if necessary.