



**EDWARD THE ELDER**  
Primary School

# **Edward The Elder Primary School R.E. Policy**

**Subject leader and Curriculum Co-ordinator:  
Mrs D Swan**

**Deputy Head: Mrs R Wood**

**Executive Head Teacher: Mr K Grayson**

**Policy reviewed by the Governing Body: Spring  
2017**

## Edward The Elder Primary School

### R.E.

#### Policy Statement

Edward the Elder Primary School is a one form entry primary school. The school is part of the Elston Hall Multi Academy Trust ( December 2016). It is very close to Wednesfield town centre and it serves an area with a high degree of deprivation. The school has a high proportion of pupil premium children and 30% of pupils are from minority ethnic backgrounds, 90% speak English as their first language.

Type of school: Primary  
Age range of pupils: 3 – 11  
Number on roll: 236

School category: Academy  
Gender of pupils: Mixed

#### Edward The Elder Primary School: Our Shared Vision:

At Edward The Elder Primary School we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

#### **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 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 hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

#### **What is R.E?**

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.

## **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 Edward the Elder 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.

## **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

## **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.

## **Planning**

Teachers will plan suitably challenging religious activities in line with the Agreed Syllabus. In both KS1 and KS2 R.E will be taught alongside topics. They will both be taught the knowledge, skills and understanding of Christianity, KS1 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.

### **a) Long Term Planning**

Teachers follow the yearly overview ( Spring 2017) and the Wolverhampton Agreed Syllabus to ensure reasonable breadth and balance across age ranges. Across each Key Stage all skills are covered showing progression relative to pupils' age

### **b) Medium Term Planning**

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

- Learning objectives
- Key questions
- Skills to be developed in the topics (from I can statements)
- Resources
- Activities

Learning outcomes

c) 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

**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. A monitoring timetable has been developed which includes learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

### **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 Executive Headteacher: Mr. K. Grayson

Deputy Head Teacher: Miss Cooper

### **The role of the R.E. Co-ordinator**

- 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 and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- 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
- Create reports and action plans for a range of audiences; Governors, Leadership Team 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 Executive Head Teacher
- 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.

### **Future actions**

At Edward The Elder Primary School we are reviewing our planning of R.E. in line with the changes to the National curriculum. Our new medium term plans will be used to teach pupils with immediate effect. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum or the Wolverhampton Agreed Syllabus for R.E. occur, these will also be incorporated into our planning.