

# The Levett School



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Positivity | Determination | Reflection | Integrity

## RE Policy

<i>Policy agreed by Governors on:</i>	31/01/2023
<i>Review date for Governors:</i>	October 2022
<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	May 2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB  
Upper School, Landsdowne Road, Intake, Doncaster, DN2 6QN

## **1. Aims**

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Religious Education will enable all pupils to explore religious beliefs and practises, some of which are located in the local community, in Britain and around the world. Pupils will be encouraged to explore the fundamental questions of life raised by human experiences.

Pupils will extend their thinking and analytical skills and their creative, imaginative and emotional development.

Religious Education will foster mutual understanding between pupils of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

Be supported in their own search for meaning and purpose in life.

Develop a sense of awe, wonder and mystery.

Explore concepts of love, forgiveness and sacrifice.

Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.

Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

## **2. Content**

Pupils will study mainly Christianity and gain an insight into aspects of other faiths such as Judaism, Buddhism, Sikhism and aspects of Religion and Ethics in KS3.

Pupils will have the opportunities to learn about religion from a variety of resources.

Pupils will have opportunities to explore their own response to profound human experiences and universal symbols.

Pupils will be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and to use a range of different forms of expression to convey their responses.

## **3. Teaching and Learning**

The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions.

There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus.

The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets, particularly in KS3.

RE folders will be kept up to date with a portfolio of pupils learning for each unit.

RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate and through enrichment days.

#### **4. Subject Leadership**

The RE subject leader will support and monitor the subject.

The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.

The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.

The RE subject leader will regularly monitor the quality of RE teaching across the school.

The RE subject leader will write Schemes of Learning for KS1, KS2 and KS3 and organise within the curriculum when a unit should be taught discretely or as a whole school day.

#### **4. Approaches**

We follow the Doncaster Agreed Syllabus for RE. The subject is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

#### **5. Methods**

Teaching methods are stimulating and engaging, providing all pupils with access to religious education. Consideration is paid to different learning styles and the differing abilities of pupils so that all pupils make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship.
- The use of representatives from religious traditions as visitors to the class.
- The use of artefacts, big books, posters, videos, artwork.
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc.
- The use of art and craft to enable pupils to express their ideas.
- The use of drama, role play, gesture or dance.
- The use of music to create an atmosphere or for expression of ideas and emotions.
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

#### **6. Assessment and Recording**

Assessment in RE is in line with the schools assessment policy. It is essential to keep in mind that assessment in RE is about recognising pupil's achievements in RE in the broadest sense. It is about giving feedback and about using information to plan the next steps in learning.

### **7. Equal Opportunities**

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

### **8. Cross Curriculum Opportunities**

There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, and Drama.

### **9. Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE subject leader and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.