



Katherine Semar Schools

RE POLICY

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Created by:	Jane Archer Helen Grieve
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Katherine Semar Schools

RE POLICY

INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

OUR AIMS IN RE – What do we want to do?

At Katherine Semar Schools, RE is a valuable part of the curriculum offering opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross culturally. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge discrimination.

In-line with The Essex agreed syllabus for religious education 2015 we aim to ensure pupils:

- engage with challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- learn to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

OUR IMPLEMENTATION – How will we achieve our aims?

RE long term plan

- At Katherine Semar Schools, we follow the programmes of study from the Essex agreed syllabus for RE (2015).
- Each year group will teach the areas of RE identified in the school's long term plan to ensure coverage of knowledge and skills.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of RE. Lessons will often be linked to children's learning in English, History, PSHE or Geography.
- We understand that our world is constantly changing and wherever possible, real time issues and topics will be explored throughout our RE curriculum.

Key learning experiences

- We understand that first-hand experience is an essential element of an outstanding RE curriculum and therefore ensure it is a high priority for all learners.
- Visiting places of worship, meeting religious believers and exploring artefacts ensures children gain these first-hand experiences.

Challenge and Support for all Learners

- We understand that every learner develops differently, and we adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

OUR MONITORING – How will we monitor the effectiveness of our RE policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our RE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in RE.

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned lesson observations and learning walks. These have a clear focus, and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.
- **Work Scrutinies**
 - Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.
- **Pupil Progress Meetings**
 - Half-termly pupil progress meetings are held between class teachers and senior leaders. These review the progress of each child as an individual and ensure quality first teaching and relevant interventions ensure every child makes maximum progress.
- **Pupil Conferences**

- Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.
- **Governor Visits**
 - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
 - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.
- **Pupil interviews**
 - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of RE at our school and their feedback actively informs subject development through our curriculum action plan.