

Goldington Green Academy



RE Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.



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Intent

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

R.E. contributes dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In R.E. pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. R.E teaching therefore should equip the children with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. It should develop in the pupils aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs. Children should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

(taken from The R.E. Agreed Syllabus, 2018-2023)

Legal Requirement

- R.E. should be taught to all children in full-time education.
- Every area of the curriculum, including Religious Education, should promote the spiritual, moral, social and cultural development of pupils.
- The minimal requirements for which religions are to be taught are statutory. Schools must teach about these religions and worldviews, so that pupils have a broad and balanced curriculum in R.E.
- All parents have the right to withdraw their children from receiving R.E.
- No teacher can be required to teach R.E if he or she does not wish to do so.
- R.E. is taught in accordance with an agreed syllabus is subject to OFSTED inspection arrangements.

Implementation

The R.E. Agreed Syllabus 2018- 2023 Bedford Borough, Central Bedfordshire and Luton clearly sets out work for EYFS and each Key Stage to cover the principal aim for R.E. A threefold aim elaborates on the principal aim – 1. Make sense of a range of religious and non-religious beliefs. 2. Understand the impact and significance of religious and non-religious beliefs and 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied. The minimum time for R.E. at Key Stage 1 is 36 hours and at Key Stage 2 it is 45 hours. Each Year Group has been allocated certain units. R.E. should be taught in clearly identifiable time.

In our teaching of R.E. we will provide pupils with opportunities to:

- Use enquiry and response skills through the distinctive religious language, listening and empathy.
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.
- Ask and answer questions about the wonder of life and human experiences.
- Work with others, listening to each other's ideas and treating others with respect.
- Develop their understanding of why certain things are held to be right or wrong.

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- Relate to moral or religious issues.
- Use Knowledge Organisers for each R.E. unit of work throughout the year to involve them in what they are learning about and why.

A variety of approaches are employed including visits, visitors, handling artefacts, celebrating festivals, cooking and sharing food, surveys and interviews, role-play, discussion, watching and listening to audio visual materials including ICT.

In Early Years, R.E. has a particularly important contribution to make to PSED, CLL (Communication, Language and Literacy), U the W (Understanding the world) and EAD (Expressive Arts and Design). The early learning goals are linked to themes in the National Framework and to the R.E. in the nursery section and R.E. in the Reception Units of the Agreed Syllabus. Topics through **PSED**: Beginnings, Autumn, Celebrations, Happy and Sad, People who help us, Special times, Friends and family, I am special, Our class, Our rules and Right and wrong. Topics through **CLL**: Christmas, Diwali and Our favourite stories. Topics through **UTW**: Celebrations, Babies/New life, Our world, Seasons, Special times/places/people and buildings. Topics through **EAD**: Expressing feelings through dance, artwork, music, cooking/tasting and linking emotions to colour.

Impact

The RE subject leaders will ensure continuity, progression and the consistent implementation of the RE Policy, by monitoring lessons, learning walks, pupil conferencing and book and planning scrutinies following the monitoring and evaluating timeline. They will be responsible for the purchasing of equipment, up-to-date resources and will provide colleagues with support, CPD and in-house training. It is the responsibility of the teachers to provide up to date assessments and input the data into SIMS termly. Subject leaders will analyse the data and report to governors termly.

Date:

4th February 2021

Staff responsible:

Mrs Peck and Mrs Goldthorpe

Next review date:

February 2022