

The background features a large, light blue circle in the top right, a smaller one in the middle right, and a very large one in the bottom right. Thin blue lines intersect these circles, creating a geometric pattern.

Policy for Physical Education at Rudyard Kipling Primary School

PE Policy

Rudyard Kipling Primary School

‘Where Learning is an Adventure!’

Autumn 2024

Review: Autumn 2025

PE Policy

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Rudyard Kipling Primary School

RE Policy

The aims of the curriculum

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Introductory Statement

We aim to develop Religious Education in line with the Brighton & Hove Agreed Syllabus for Religious Education 2018. This syllabus provides both knowledge and understanding to make sense of the increasing diversity in our world and to help make senses of what is happening and also to appreciate how the past has shaped the present and help us learn lessons in the future.

Religious Education has an important place in the curriculum in our school. Our society has never been so diverse, and good Religious Education plays an important role in helping to keep this country a tolerant and inclusive place in which to live. In modern Britain, it is vital that young people develop a good understanding of their own and other people's beliefs.

Aims

This policy document reflects the vision and aims of Rudyard Kipling Primary School.

The purpose of teaching Religious Education is to give children and young people opportunities to:

- a. Develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers, including their own.
- b. Explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.
- c. Promote: respect, understanding and tolerance.

There is a particular emphasis on:

- The diversity within Brighton and Hove
- Conceptual development
- The acquisition of associated skills and attitudes

Statutory Requirements

- Religious education is a statutory part of the basic curriculum and must be provided for all registered pupils over compulsory school age
- Parents have the right to withdraw their child from all or part of RE on the grounds that they wish to provide their own religious education:

The parent/carer should write to the Headteacher regarding this matter. Parents should be aware that they are required to provide work of a religious/faith/belief based nature as a substitute for the RE work. If RE is taught within another discipline e.g. during a history unit or cross-curricular unit, the parents cannot legally ask for withdrawal.

- Individual teachers have the right to withdraw from teaching religious education.
- RE is the one subject in the curriculum for which school governors are responsible. Governors should receive an annual report about RE from their schools and ensure that they meet the statutory responsibilities in delivering the agreed syllabus.
- RE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. Guidance from the government states that the breadth of RE will include the 6 principal religions of the UK and non-religious worldviews.

For further information refer to the Non-statutory guidance for RE published January 2010 <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00114-2010>

Curriculum provision

Across the school year approximately 5% of curriculum time is allocated to RE. The school also hosts an annual World Religion Day.

The Syllabus – the content for RE

The syllabus is structured around six key themes which all provide pupils with the opportunity to

- Make sense of beliefs – know about the key concepts and beliefs of religions and worldviews
- Understand the impact – explore how people express their faith and beliefs
- Make connections – within their own lives and deepening their understanding of the world around them

The six key themes are:

- Beliefs, teaching and sources
- Practices and ways of life
- Expressing meaning
- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and commitment

It is a requirement of the locally agreed syllabus that the following religions are taught across Key Stages 1 and 2:

- Christianity
 - Islam
 - Judaism
- and at least one of Sikhism, Buddhism or Hinduism or secular worldviews.

Our long term planning identifies in which year groups these religions are taught.

If appropriate or if suitable links are made within Geography or History, other religions may be taught.

Skills

Whilst it is recognised that there are no skills unique to RE, there are many skills required for this subject, some of which will have greater emphasis and resonance than others. Skills required fall into 3 categories:

Acquisition of knowledge

- Research
- Observation
- Listening and reading
- Enquiry
- Expression (ability to retell the meaning of stories/events)

Reflection, imagination and empathy

- Reflection
- Empathy
- Creative thought and expression

Academic skills

- Interpretation
- Analysis
- Communication
- Evaluation
- Synthesis (linking shared features of religions e.g. shared sacred texts of Islam, Christianity and Judaism)
- Application (how religious faith affects everyday life actions)

For further detailed explanations of the above, please refer to pages 33 & 34 of the **agreed syllabus** for Brighton and Hove

<http://www.chichester.anglican.org/media/documents/document/2013/10/BHRESyllabus.pdf>)

Implementation and Methodology

It is important that the programmes of study for RE are adequately met and that there is continuity and progression.

The teaching of RE can be organised in several different ways, and this will depend on the topic being covered. For example:

- As a discreet subject, with a particular time slot of an hour per week.
- Through a topic approach where a RE theme may complement a class topic.
- As a block, over a day or number of days.
- Through another curriculum subject - e.g. history or geography – being covered at the time.
- Through religious artefacts which make a valuable contribution to RE. There are topic boxes for main world religions available and additional materials can be loaned from a variety of sources.
- Through active learning techniques which might include poetry, creative writing, videos, ICT, art, music, recording, reading, visitors and visits.
- Through children being encouraged to question and explore, through writing, talking, listening, reading and observing. Much of everyday life is RE. Look for a strand and RE is there. A good starting point is to find out what the children already know and where they 'are at'.
- Through Religious Festivals - much RE arises from the religious events which take place throughout the year.

Equalities

We aim to ensure that all children have equal access to religious education in the curriculum, and have equal opportunities to use a variety of resources as well as experience a balanced range of activities. RE has relevance for all pupils regardless of age, gender, ethnicity or ability.

Rudyard Kipling Primary School serves a predominantly white, British community with a rising number of ethnic minority or bilingual families. This is borne in mind when planning lessons, preparing resources and in direct teaching in terms of questioning.

Special Education Needs

All pupils will take part in the RE programme, subject to differentiation according to their individual needs and in accordance with the school's SEN policy.

Children with special needs, disabilities and vulnerable children may often need particularly sustained and sensitive support from their teachers and peers.

The contribution of RE to other aspects of the curriculum

Many subjects contain some aspects of RE especially PSHE, Big Questions, Literacy, History, Geography and Music. Creative opportunities can also be identified and planned for to enhance learning for example in Art and ICT. It is important that the integrity of each of the subjects being linked is maintained by ensuring that the learning outcomes are appropriate to all the subjects.

Leadership and Management roles

The subject leader has the responsibility to take a lead in developing RE across the school, within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources.

Assessment, recording and reporting of progress

By the end of each Key Stage, pupils are expected to know, apply and understand the knowledge, skills & Processes specified in the relevant programmes of study.

Assessment should include both formative and summative assessment and this should be done through the enquiry approach of

- Explore
- Evaluate
- Express
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Activities will provide pupils with the opportunity to reflect more deeply on the learning within the unit and demonstrate their insight and understanding in many creative ways.

Summative assessment can also take the form of specific end of topic assessment activities.

Recording by children may take a variety of forms, and evidence the work covered.

It may be a written account, diagrammatic, drama based, craft or musical. Children will be expected to learn by developing their skills of:

- Observation
- Listening and talking with pupils
- Judgments about written, oral, visual and practical outcomes
- Self-assessment and reflection

Progression will be found in the children's improved awareness and understanding of religious beliefs and practices, and how these are set within a specific religious tradition.

The approach to assessment in RE is in line with the principles of the Brighton and Hove Syllabus and the school's own Assessment policies. It has been designed so that assessment can be an integral part of the planning process.

Planning

Long, Medium and Short term plans will be developed in line with school expectations and the Brighton and Hove syllabus.

Monitoring, Evaluation and Review

All teachers are responsible for monitoring pupils' progress and the quality of RE provided. The subject leader, under the direction of the Head Teacher, takes a lead in this and will monitor the policy in a number of ways:

- Review of planning in each year group
- Monitoring of pupil work (also carried out in Year groups).
- Classroom observations
- Pupil conferencing

Governors

Governors will receive an annual report about RE from the subject leader and ensure that they meet the statutory responsibilities in delivering the agreed syllabus.

Parents

Parents have the opportunity to see children's work in consultation open evenings. They are kept informed of class assemblies, year group performances and of any proposed visit or visitor.

Review Procedures

The RE Coordinator will review this policy and assess the implementation and effectiveness, every two years.

The policy will be promoted and implemented throughout the school and will be due for review in September 2026.