



POSITIVE RELATIONSHIP AND BEHAVIOUR POLICY



Status	Statutory
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Helen Baker
Date Policy Agreed	May 2019
Last Review Date	March 2022
Next Review Date	March 2023

Rationale

Rosedale Primary school promotes an ethos of tolerance and understanding and encourages all children to strive to achieve in all areas, leading by example and with the use of quality direct teaching. Our school recognises and accepts the diverse socio-economic and cultural backgrounds of its pupils and staff.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant and integral part in their ability to learn and achieve.

Vision

Rosedale Primary School values every individual and supports the right of everyone to learn, work and live in a thriving community and to be treated with respect.

Values

We focus on learning with reading at the heart of everything we do

We care for each other and always show respect

We are inclusive

We enjoy school life

We trust all members of our school community

We foster a love of the outdoors

We show bravery in everything we do

Rationale

At Rosedale Primary School, we value every individual and support the right of everyone to learn, work and live in a thriving community and to be treated with respect. Therefore RE plays a key part in our vision.

Aims

The principal aim of R.E is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

This policy outlines our school's practice and procedures relating to the delivery of R.E which is implemented from Nursery through to year 6. We follow the Doncaster agreed syllabus for Religious Education.

Planning, teaching and learning

Each term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. RE is taught for an hour each week. The three themes are Believing, Expressing and Living.

SEND

Our school believes and actively promotes all children's equal access to the curriculum enabling them to have the opportunity to progress and demonstrate achievement irrespective of ability or any special educational needs or disability that may have been identified.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate support through the use of resources and opportunities at each key stage.

Where pupils have special needs or disability which are not identified as being learning difficulties we, as a school, will endeavour through personalised learning to respond sympathetically to their requirements.

Assessment, Recording and reporting

RE assessment will be ongoing and will take into account the child's work, teacher observation and discussions with the child. The Leader will retain photographs and samples of work.

Monitoring and evaluation

The RE Leaders are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

Other policies related to this policy are SMSC and Anti-bullying Policies.