



Religious Education Policy

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Policy Statement

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Wolviston Primary School, we develop the children's knowledge and understanding of six major world faiths, and we address fundamental questions which are often asked. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, including those that are not the main faiths within our school community. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Intent

At Wolviston Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, our pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and visits by local faith leaders.

We:

- Engage children with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development.
- Foster an environment of inclusivity through our 'No Outsiders' initiative
- Equip children with the skills, values and attitudes to be successful lifelong learners, confident individuals and responsible citizens ready to take their place in the world of work.

Roles and Responsibilities

The Head Teacher and the subject leader are responsible for monitoring the standards of teaching and learning in school. The subject leader is responsible for supporting colleagues and informing them about current developments and resources.

The subject leader will:

- Review and update the policy when appropriate
- Ensure staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assist in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans
- Monitor and evaluate the implementation and impact of the R.E curriculum
- Ensure appropriate resources are available and regularly update them within the limits of the school budget and according to needs
- Keep up to date with new developments in R.E and attend relevant CPD, including termly Trust Working Party meetings

- Disseminate information, as it is received from any external source, to staff and children
- Encourage other members of staff in their R.E teaching and give support where appropriate
- Ensure that R.E maintains a high profile within the school, through displays etc
- Use Seesaw to gather a whole school overview of the teaching and learning of R.E
- Keep evidence of curriculum walk reports, examples of planning and examples of children' work.

Teachers;

- Are responsible for planning and delivering the R.E curriculum in line with the school long-term and medium-term schemes of work
- Deliver high quality and interactive teaching which facilitates progress
- Share examples of children at work and performances via our online learning platform
- Accurately assess pupil progress and attainment in line with school expectations

Implementation

At Wolviston Primary, we strive to make R.E a highly valuable, meaningful and enjoyable learning experience. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development.

Our approach to RE enables children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their own experiences at religious and non-religious festivals such as birthdays, Easter, Diwali, Passover etc. to develop their religious thinking.

We use the agreed Stockton on Tees Religious Education syllabus as the basis for our curriculum. We explore religious ideas, beliefs and practices along several themes.

- Belonging
- Festivals
- Beliefs and Practices
- Sacred Text
- Places of Worship

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be aware of and develop their understanding of. This map ensures R.E. teaching is well sequenced and progressive. This serves as a base to aid and enhance our teaching of R.E. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged.

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given

written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

We ensure that the topics studied in Religious Education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

Early Years Foundation Stage

Children are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief - children should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief - children should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

Key Stage One

During this key stage, children are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principal religions and can reflect on prior learning as they progress through the units.

Learning about religion and belief - children should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggest meanings for religious symbols

Learning from religion and belief - children should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

Key Stage Two

During this key stage, children are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Children in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief

Children are taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief

Children are taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives

British Values

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' (2011) – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Resources

We have a range of R.E. resources that are located centrally in UKS2. The school has built up a collection of artefacts, posters, and books which assist in the planning and teaching of the topics and themes set out in the Scheme of Work. Resources are held in a central store where there is a box for each major world religion.

Impact

Our R.E. curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 1 and 2. In addition, we measure the impact of our curriculum through:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning which demonstrates progression across the school;
- Tracking of knowledge in pre and post learning activities;
- Pupil discussions about their learning.

Monitoring and Evaluation

To monitor and evaluate the teaching and learning of R.E the subject lead will:

- Provide support to teachers by explaining the progressive curriculum map, discuss the key concepts in R.E, co-planning, team teaching, observing and giving feedback
- Monitor the delivery of medium-term planning against the curriculum map.
- Engage in monitoring strategies such as work sampling, pupil voice review and lesson observation.
- Review and advise the SLT on R.E resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

Assessment

Assessment forms an integral part of the teaching and learning of R.E. Teachers assess children's progress in several ways, through feedback, by observing their working, listening to their responses and by making informed professional judgements in relation to the expectations set out in our curriculum maps.

Teachers record and track progress by making formative assessment against termly End Points. At the end of the year assessment information is collated and a summative judgement, measured against specific end points for each year group, is made. We track pupil progress using an internal data system.

Health and Safety

Children are taught how to use equipment and resources in accordance with the health and safety

guidelines.

Equal Opportunities

All children, regardless of gender, race or learning needs will be given equal access to our R.E curriculum. The R.E curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate resource.

If a child has an EHC plan and is unable to access the curriculum at the same level as their peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to, and in consideration of, the school's Equality Policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents.

Policy Monitoring and Review

The subject lead reports to the Head Teacher upon the progress of their subject across school, the Head Teacher in turn, discusses this with school governors and the Trust.

Any questions or concerns regarding this policy should be made to the Head Teacher