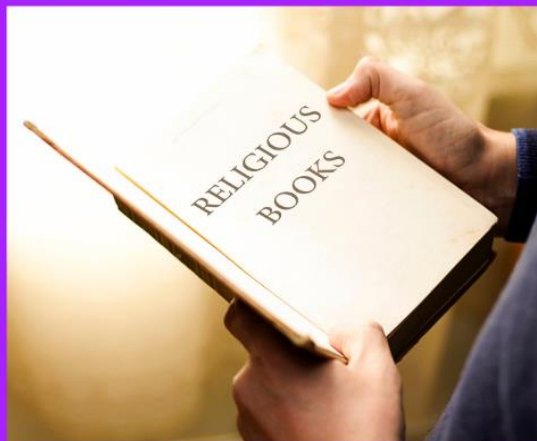
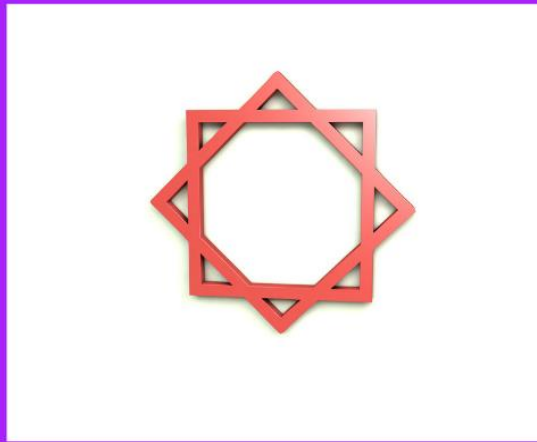


# Religious Education Policy





# Religious Education Policy



## Contents

Statement of Intent .....	4
Legal Framework .....	4
Roles and Responsibilities .....	6
Curriculum Objectives .....	8
Subject Content .....	8
Equal opportunities.....	12
Cross Curricular Opportunities .....	12
Health and Safety .....	15
Teaching and Learning .....	15
Planning .....	17
Assessment and Reporting .....	19
Resources .....	21
Monitoring and Review .....	21

## **1. Statement of Intent**

### **RE Curriculum**

At St.Peter's C of E Primary School we provide a range of opportunities for children to learn about and respect their own and other cultures and beliefs. We follow the (LEA/Diocese Scheme of Work) which allows the children to learn about a range of faiths as well as the wider world and global issues such as Fairtrade, our planet, Harvest, making choices in the community, helping others and learning about special people and places.

As well as delivering inspiring lessons, children have the opportunity to visit different places of worship and identify with members of the community from different cultures and beliefs.

Pupils are encouraged to ask questions and research differing worldviews to expand their knowledge of the world around them.

We enjoy engaging and educational assemblies throughout the school year as we invite special people from our community, also our own staff, to deliver informative assemblies around a range of topics within RE and SMSC.

## **2. Legal Framework**

2.1 *This policy is dependent upon local authority / diocese and individual school policy, dependent upon religion and beliefs of the school itself. Relevant legislation and statutory guidance including, but not limited to, the following:*

- At St.Peter's C of E Primary School we use the Liverpool Diocese Scheme of Work, 'Understanding Christianity'.
- Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Further

information concerning RE in academies and free schools is given below.

- The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must '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'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK locally and nationally.

Legislation requires that:

- For foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless, parents request RE in accordance with the trust deed of the school.
- Involuntary aided schools RE must be taught in accordance with the trust deed.

2.2 This policy operates in conjunction with the following school policies:

- Equality Act 2010
- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

All pupils are entitled to receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

## **The Right to Withdraw from RE**

### **Pupil**

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been

withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance. Schools should have a policy setting out their approach to provision and withdrawal.

## **Teachers**

Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.

## **Complaints**

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE. A copy of the local complaints procedure should be available in each school and the school prospectus must make reference to it. LAs can seek advice from their SACREs in addressing complaints about RE. As far as RE is concerned, the complaints procedure of an LA should fully acknowledge the rights of the governing bodies of schools where they are responsible for RE (voluntary-aided and academies).

## **3. Roles and Responsibilities**

3.1 The subject leader is responsible for:

- Preparing school policy documents, curriculum plans and any updates to the scheme of work for RE and Worldviews.
- Reviewing changes to the Scheme of Work and advising teachers on the implementation of these.
- Monitoring the learning and teaching of RE and Worldviews, providing support for staff where necessary.

- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in RE and Worldviews.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of RE and Worldviews to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in RE and Worldviews.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE and Worldviews to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of RE and Worldviews in subsequent years on the 'Action Plan'.

### 3.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' RE and Worldviews skills, with due regard to the Diocese Understanding Christianity Scheme of Work.
- Planning lessons effectively, using the school's chosen scheme of work and ensuring a range of teaching methods are used to cover the content of the Scheme of Work.
- Sharing and displaying pupils' work in a positive way that provides examples of good work and promotes varied ways of learning.
- Liaising with the RE and Worldviews subject leader about key topics, resources, and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.

- Undertaking any training that is necessary to effectively teach RE and Worldviews.
- Evaluating changes to schemes of work and maintaining the resources required to deliver lessons.

### 3.3 The SENCO is responsible for:

- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of RE and Worldviews in pupils' learning support plans (LSPs) if considered necessary.
- Advising staff on the use of TAs to meet pupils' needs.

## 4. Curriculum Objectives

### 4.1 The Religious Education allows pupils to:

- Engage in exciting, stimulating lessons studying a range of faiths and worldviews, preparing them for life in modern Britain
- Develop thinking skills in a safe, encouraging environment
- Use a range of questioning techniques to develop higher order thinking
- Use a range of resources to enhance their learning experience
- Meet visitors of different beliefs and worldviews
- Visit 'special' places of worship
- Be reflective about their personal feelings and thoughts through meaningful discussion
- Attend assemblies and class councils closely related to the UNICEF Rights of the Child
- Social development is enhanced by investigating social issues from religious perspectives, recognising a diversity of viewpoints within and between beliefs.

## 5. Subject Content



The Schools and Standards Framework (1998) states that 'All schools must provide a daily act of worship for all pupils. The aim of collective worship is to develop pupils socially, morally, spiritually and culturally'. Added to this is the requirement to promote British Values as part of SMSC (Ofsted, September 2014, DfE, November 2014). Collective Worship is about a school's duty to develop pupils spiritually, morally, socially and culturally. This may include learning about cultural traditions, moral messages in stories and reflecting on themes such as strength, loyalty and courage.

## 5.1 Foundation Stage:

Pupils in the EYFS share experiences leading to the expected Early Learning Goals within personal and social development and knowledge and understanding of the world.

All RE objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the Early Years Foundation Stage':

- Communication and language
- Personal, social and emotional development
- Knowledge and understanding of the world

There are four specific areas through which the three prime areas are strengthened and applied:

- Communication and language
- Understanding the World
- Personal, social and emotional development
- Expressive arts and design

The RE and Worldviews curriculum in EYFS focuses on the specific areas of **Understanding the World and Personal, Social and Emotional Development.**

Pupils will be taught about:

- Everyday life and the world around them, places, the weather and the seasons, growth, seeds and plants, new life, shopping
- Finding out about themselves and the people around them, similarities and differences

- People who help them, parents, grandparents, doctors, nurses, teachers
- Their own feelings and the feelings of others
- Festivals and cultural celebrations, Birthdays, Harvest, Christmas, Easter, Father's Day, Mother's Day, Chinese New Year, Yom Kippur, Ramadan, Eid
- Dance, drama and role play associated with the events
- Different foods from around the world

## 5.2 EYFS End Point:

By the end of Foundation 2, pupils will have experienced many exciting events related to the world around them. They will have learnt about feelings and emotions through discussions, they will have an understanding about caring for themselves and people who look after them. They will have been engaged in stimulating activities using drama and dance whilst learning about differences.

These experiences will prepare the pupils to readily access the KS1 curriculum.

## 5.3 Key Stage 1:

Key Stage 1 pupils will:

- Learn about Christianity, developing an understanding of Jesus and his life through stories and Christian celebrations
- Understand the ideas and practices of a diversity of religions and non-religious worldviews
- Understand how religions and beliefs are influenced by human experiences
- Engage in questions about religions and beliefs, including meaning and purpose in life, beliefs about God, reality and issues of right and wrong
- Understand some of the main approaches to the study of religion
- Develop their own beliefs, values, ideas and identities
- Develop the motivation and skills of enquiry
- Develop as responsible citizens in a world of diverse religions and communities

## 5.4 KS1 End Point:

By the end of Key Stage 1, pupils will:

- Use terms such as 'religion' and 'non-religious' appropriately
- Develop knowledge and understanding of a range of beliefs
- Recognise and analyse connections between religions, beliefs, social, political and cultural issues
- Express clearly their personal beliefs, ideas, values and experiences while respecting the rights of others to differ
- Enquire into the world of religions and beliefs
- Reflect upon their learning, communicate and act in an informed and sensitive manner to those with or without expressed beliefs

## 5.5 Key Stage 2:

Key Stage 2 pupils will:

- Understand the ideas, practices and contemporary manifestations of a diversity of religions and non-religious worldviews
- Understand how religions and beliefs are influenced by human experiences
- Engage in questions about religions and beliefs, including meaning and purpose in life, beliefs about God, ultimate reality and issues of right and wrong and what it means to be human
- Understand some of the main approaches to the study of religion
- Develop their own beliefs, ideas, values, practices and identities
- Develop the motivation, understanding and skills to make enquiring into religious questions a lifetime activity
- Develop as a responsible citizen of changing local, national and world communities which have diverse religions and beliefs

## 5.6 KS2 End Point:

By the end of KS2, pupils will:

- Use terms such as 'religion', 'religious', 'non-religious' and 'secular' appropriately
- Develop knowledge and understanding of a range of religions and beliefs

- Recognise and analyse connections between religions, beliefs, social, political, economic and cultural life
- Make informed comments about religious issues and the religious dimensions of personal, social, political and cultural issues
- Understand the rationale and consequences of some of the main approaches to the study of religions and non-religious worldviews
- Reflect, communicate and act in an informed, intelligent and sensitive manner towards those with no expressed beliefs
- Carry out enquiries to further deepen understanding of religions and beliefs

## 6. Equal opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our Equal Opportunities Policy ensures all pupils are able to achieve their potential in all areas of the curriculum.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the RE and Worldviews curriculum is differentiated for these pupils, in line with the school's SEND Policy.

The planning and organising of teaching strategies for RE will be reviewed on a regularly by the subject leader to ensure that no pupil is at a disadvantage.

The school aims to maximise teaching of RE and Worldviews to enable all pupils to achieve their full potential.

## 7. Cross Curricular Opportunities

### 7.1 English:

RE and Worldviews enhances English through **spoken language** by:

- Participating in discussion, taking turns and listening to what others say
- Asking relevant questions to extend their knowledge and understanding

- Listening and responding appropriately to adults
- Providing opportunities for pupils to discuss feelings and emotions
- Providing opportunities for pupils to consider and evaluate different opinions
- Using discussions as a way of exploring ideas and viewpoints

RE and Worldviews enhances English through **writing and reading** by:

- Providing opportunities for pupils to write for real purposes and audiences.
- Developing descriptive writing based on first-hand experiences, through visits and visitors, artefacts, drama, role play, dance and art
- Writing opportunities such as : features of a Gurdwara, Mosque, Temple
- Providing opportunities for pupils to write a simple account about their experiences, how they felt, considering the need to respect beliefs and worldviews
- Using persuasive writing for example in booklets to encourage people to journey to pilgrimages
- Developing a respect for different languages and written text
- Reading and translating languages /sacred texts such as the Qur'an, Torah and the Bible

## 7.2 Mathematics:

RE and Worldviews enhances **Mathematics** by giving pupils opportunities to:

- Calculate journeys travelled by those on pilgrimage
- Fairtrade foods- develop an understanding of how Fairtrade works

## 7.3 Computing:

RE and Worldviews enhances **Computing** by giving pupils opportunities to:

- Use digital text and graphics in their work
- Take photographs when experiencing visits
- Interview and video visitors

- Use technology such as ipads and laptops to research beliefs and worldviews
- Use email messaging to contact secure sites, such as 'Email a believer'

#### 7.4 Art and Design:

RE and Worldviews enhances **Art and Design** by giving pupils opportunities to:

- Use colour, pattern, line, shape and texture
- Use and develop drawing skills when designing stained glass windows/depictions
- Explore a range of media and materials creatively
- Create 3D structures to represent artefacts
- Discuss features of art, how and why 'special' people and events are depicted differently
- Discuss differences and similarities in Art and how this can have an effect upon the observer

#### 7.5 Geography:

RE and Worldviews enhances **Geography** by giving pupils opportunities to:

- Learn about where religions and beliefs originated
- Develop an understanding of travel, distance, cost and time for journeying to pilgrimages

#### 7.6 Science:

RE and Worldviews enhances **Science** by giving pupils opportunities to:

- Discuss the world, through Humanism, with no supernatural side, with the freedom to shape our own lives
- Discuss views on ethics, 'is it possible that God does or doesn't exist?'
- Learn about new life, seeds, buds, plants, growth, seasons

- Learn about how we grow and develop.

## 7.7 History:

RE and Worldviews enhances **History** by giving pupils opportunities to:

- Look at artefacts and discuss their meanings, have they changed over time?
- Use a timeline to show the start of religions and beliefs
- Discuss the timeline of Jesus birth and the journey Mary and Joseph travelled, does this fit in with other events?
- Learn about significant Gods, Gurus, 'special' people and the period to which they are related in history

## 8. Health and Safety

8.1 Risk assessments are required and will be assessed by the classroom teacher and subject leader before any visits to local places of worship/'special' places. Pre-visits should be carried out to explore further the needs of the risk assessment.

8.2 Appropriate teacher to child ratios should be checked before any visits and approval from parents/carers obtained.

## 9. Teaching and Learning

9.1 RE lessons are delivered each week for pupils in KS1 and KS2.

9.2 The school uses a variety of teaching and learning styles in RE and Worldviews lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

9.3 Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.

9.4 Teachers ensure pupils apply their knowledge and understanding reflecting upon prior learning experiences.

9.5 The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work independently or collaborate with others, listening to the ideas of others and treating these with respect.

9.6 Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge – revisiting prior learning
- Promoting active learning
- Inspiring, exciting and motivating pupils to know more.

9.7 Strategies for effective teaching include:

- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear objectives when assigning tasks
- Ensuring activities are based on developing skills and understanding.

9.8 The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of creative and innovative responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, allowing challenge for all.
- Utilising support staff to ensure that pupils are effectively supported.

9.9 Evidencing Learning:

Work can be evidenced through the following:

- Written work
- Art and design
- Photographs
- Videos of drama and role play
- Displays of good examples of labelled work
- Notes; discussion points on post-it notes can be kept in the Reflective Journal book



- social media page

9.10 Evidencing work is essential as it is a record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes.

9.11 Displays:

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.
- Displays and Reflective corners are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.

## **10. Planning**

10.1 Planning of the Understanding Christianity curriculum is focussed on creating opportunities for pupils to:

- Explore religious issues in the modern world – including media misrepresentations of religion.
- Meet representatives from religious communities to work with the school and develop confidence that their traditions are respected.
- Develop strong commitments to share their experience in a safe context and see that their religion or belief is valued and respected.
- Have opportunities for learning outside the classroom and inviting visitors to it, giving pupils the chance to interact with different religions and non-religious groups locally.
- Theme days or assemblies related to, for example, Holocaust Memorial Day, Ramadan – often working in partnership with other subjects, most notably SMSC and British Values.
- Develop key competencies such as team-work, listening and discussion.
- Learn about and follow health and safety rules.
- Think creatively whilst developing an understanding of other people's creativity.
- Record ideas through discussions, drawings and written work
- Tolerate and respect the beliefs of others.

- Learn how to research worldviews and that different views are represented.
- Discuss and critically evaluate the work of others.
- Ensure that RE and Worldviews is a valued subject, an essential part of life and the future.

10.2 Understanding Christianity creates long-term and medium-term plans for the delivery of the RE and Worldviews curriculum – these are as follows:

- Long-term: includes the aspects of Understanding Christianity and Worldviews studied in each term.
- Medium-term: includes the details of work for each term with specific skills, knowledge and vocabulary for each unit.
- Short-term: includes the details of work to be studied during each lesson.

10.3 The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

10.4 Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term Unit plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

10.5 All relevant staff members are briefed on the school's planning procedures as part of their staff training.

10.6 Issues of health and safety are addressed in the planning and delivery of the RE and Worldviews curriculum.

10.7 Class teachers will use the key learning content in the Understanding Christianity Scheme of Work.

10.8 Lesson plans will demonstrate a balance of interactive and independent learning skills, ensuring that all pupils engage with their learning.

10.9 There will be a clear focus on direct teaching and interactive discussion and questioning with the whole class and targeted groups.

- 10.10 Long-term planning will be used to outline the aspects of RE and Worldviews to be taught within each year group.
- 10.11 Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 10.12 Medium-term plans will identify learning objectives, main learning activities and differentiation. Opportunities for revisiting prior learning will also be identified.
- 10.13 Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 10.14 Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria and the aims of the next lesson.
- 10.15 All lessons will have clear learning intentions, or inquiry questions which are shared and reviewed with pupils.

## **11. Assessment and Reporting**

- 11.1 Pupils will be assessed, and their progression recorded, in line with the Understanding Christianity Assessment Policy.
- 11.2 By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.
- 11.3 An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. This will include reporting on characteristics of effective learning.
- 11.4 The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.
- 11.5 The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum and the ladder of Assessment in Understanding Christianity.

- 11.6 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.7 Assessment will be undertaken in various forms, including the following:
- Questioning
  - Discussions
  - Marking work
  - Pupils' self-evaluation of their work
- 11.8 Teachers will also assess pupils through their:
- Knowledge of specific facts relating to a range of religions and worldviews
  - Ability to discuss, compare and find similarities in beliefs and views
  - Ability to reflect upon the effects of Social, Moral, Spiritual and Cultural events
  - Understanding of British Values and how they support daily life in modern Britain
  - Breadth of knowledge and understanding that as humans we are all equal
  - Ability to listen to, accept and respect other people's views and opinions
  - Ability to evaluate their work and the work of others
- 11.9 Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding of subjects and inform lesson planning. End-of-topic assessments carried out at the end of each unit of work.
- 11.10 End-of-year assessments will be passed to relevant members of staff, such as the subject leader and future teachers, in order to demonstrate where pupils are at a given point in time.
- 11.11 Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and record assessments using the school tracking system.
- 11.12 Parents will be provided with a written report about their child's progress during the Summer term each year. This will include

information on pupils' attitudes towards RE and Worldviews, social, moral, spiritual and cultural understanding of the subject.

11.13 Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

11.14 The progress of pupils with SEND will be monitored by the SENCO.

## **12. Resources**

12.1 The school has a selection of centrally stored resources such as Bibles and artefacts for different religions and worldviews.

12.2 The school library contains resources and topic books to support pupils' research related to different religions and worldviews.

12.3 The subject leader shares appropriate resources, including websites with class teachers.

12.4 The RE and Worldviews budget covers the cost of any new artefacts/books needed. Class teachers are required to maintain the artefacts and texts in good order.

12.5 Class teachers are responsible for informing the RE and Worldviews leader(s) if certain resources are needed a term prior to teaching the topic, to give adequate time for resources to be ordered if required.

## **13. Monitoring and Review**

13.1 The subject leader will monitor RE and Worldviews through learning walks, work samples and pupil voice, and report to the headteacher and members of SLT.

13.2 The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.

13.3 The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.

- 13.4 This policy will be reviewed every year by the subject leader and head teacher.
- 13.5 Any changes made to this policy will be communicated to all members of staff.
- 13.6 All members of staff directly involved with teaching RE and Worldviews/ KUW(Foundation) are required to familiarise themselves with this policy.
- 13.7 The next scheduled review date for this policy is **[date]**.