



Redesdale Primary School

Religious Education

Policy

Policy reviewed	June 2022
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REDESDALE PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

INTENT

Introduction

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our children with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our Religious Education Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of Religious Education within the broad and balanced curriculum offered at Redesdale Primary School.

Our Curriculum Drivers are strongly supported through and embedded in our whole-school approach to the curriculum. At our school we are committed to ensuring that children develop awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. We aim to give each child the opportunity to understand this country's faiths and values in a multicultural society. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims & Objectives

The current National Curriculum 2014 states that a high-quality Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It equips children with knowledge and understanding of the religions and beliefs which form part of contemporary society. The core of Religious Education is ensuring all children are offered the opportunity to learn about and learn religions. Religious Education at Redesdale Primary School, ensures children's spiritual, moral, social and cultural understanding is promoted, allowing them to develop mutual respect and tolerance towards the diverse society they live in.

At Redesdale Primary School, we follow the North Tyneside Agreed Syllabus for Religious Education which was reviewed and updated by SACRE in 2020 (Standing Advisory Council on Religious Education). The Syllabus states that Religious Education must be taught in accordance with the Local Authority Agreed Syllabus and must ensure children encounter all of the principal religions represented in the United Kingdom (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism). In the teaching of Religious Education, our school does not attempt to alter a child's own beliefs but provides knowledge of their own and other's beliefs.

At Redesdale Primary School we aim to develop children's knowledge, understanding and skills of Religious Education so they can:

- Have a positive attitude towards deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:
 - Describe and explain beliefs and theological concepts.
 - Describe and explain some sources of authority and teachings within and across religious and non – religious traditions.
 - Describe and explain ways in which beliefs are expressed.
 - Know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
 - Connect these together into a coherent framework of beliefs and practices.
- Gain and deploy deepening understanding of specialist vocabulary and terms.
- Know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural.
- Gain and deploy skills such as asking questions and listening to others in order to enable critical thinking and enquiry in relation to the material they study.
- Develop self-awareness by reflecting on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment and emotional control.

IMPLEMENTATION

Curriculum

At Redesdale Primary School, knowledge, understanding and skills in Religious Education are built upon and developed in each year group, from Nursery to Year 6. There is a minimum of 30 minutes per week to be dedicated to the teaching of Religious Education.

Enquiry questions are at the heart of Religious Education through which children will deepen their knowledge and understanding of religious and non-religious worldviews. Children will learn from first hand and concrete experiences such as visits, visitors and artefacts as well as second hand forms of experiences such as books, pictures and clips. They will actively engage with the curriculum by exploring religion using their senses and practical activities such as role play in the Early Years and freeze frames, presentations, discussions and debates in Key Stage 1 and 2.

EYFS

Throughout the Early Years Foundation Stage, children will:

- Begin to explore the world of religion in terms of special people, books, stories, times, places and objects and by visiting places of worship.
- Listen to and talk about stories.
- Be introduced to religious words.
- Use their senses in exploring religions and beliefs, practices and forms of expression.
- Reflect on their own feelings and experiences.
- Begin to ask questions.
- Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key Stage 1

Throughout Years 1 and 2, children will:

- Explore a range of religious stories and sacred writings and talk about their meanings
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, faith, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, articulating their ideas.
- Identify what matters to them and others, including those with religious faith and commitments, and communicate their responses.
- Reflect on how spiritual and moral values relate to their own behaviour.
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Key Stage 2

Throughout Years 3, 4, 5 and 6, children will:

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities;
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- Describe and begin to understand religious and other responses to ultimate, big and ethical questions.
- Use specialist vocabulary in communicating their knowledge and understanding;
- Use and interpret information about religions from a range of sources.
- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Confidently articulate their own and others' views of religious truth and belief, expressing their own ideas and opinions.
- Reflect on ideas of right and wrong and their own and others' responses to them
- Reflect on sources of inspiration in their own and others' lives.

Planning

Curriculum planning for Religious Education is carried out in three phases (long-term, medium-term and short-term).

- The long-term plan maps the religious units that the children study in each term during each key stage. The Religious Education Subject Leader devises this in conjunction with the Locally Agreed Syllabus. Our long-term Religious Education plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.
- The medium-term plans are shown on each Unit of Study overview. These plans give details of the religious unit of work for each term. They identify the key learning objectives for each

unit covered. The Subject Leader is responsible for reviewing these plans alongside Class Teachers.

- The short- term plans are weekly lesson plans which list the specific learning objectives, a brief outline of the tasks for each lesson and expected outcomes. The Class Teacher is responsible for keeping these individual plans, and will discuss them with the Subject Leader on an informal basis, where support can be given where needed.

Progression Maps

The units studied in Religious Education are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Inclusion

At Redesdale Primary School, we teach Religious Education to all children, whatever their ability and individual needs. Through our Religious Education teaching we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those who are more able, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively (for example, a lot of software can be differently configured for different ability ranges). Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. We enable children to have access to the full range of activities involved in learning Religious Education by providing range of lessons/ activities which is designed to include all learners.

Withdrawal

Parents have the right to withdraw their children from the teaching of Religious Education provided they give written notification to the school. Teachers can also exercise their right to withdraw from teaching Religious Education. However, we hope that parents and teachers feel comfortable with the Religious Education curriculum that is taught in our school and will discuss this openly before making any decision to withdraw their child from lessons.

IMPACT

Assessment

Teachers will assess children's work in Religious Education by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Verbal feedback is given to the child to help guide his/her progress. This encourages children to actively listen to others and confidently articulate themselves and their ideas. Older children are encouraged to make judgements about how they can improve their own work; enabling them to feel challenged and have a sense of autonomy for their own work and learning.

Teachers can empower children to create, reflect, share, and collaborate on their projects. Children "show what they know" using photos, videos, drawings, text, PDFs, and links on Seesaw in KS1 & 2. Children are enabled to confidently share their learning and ideas in many creative forms and save this to their own personal Seesaw account.

The Subject Leader monitors samples of children's work, including videos of children working, photographs and written work to demonstrate the children's skills and experiences of Religious Education in our school.

Staff store additional Religious Education evidence on Seesaw and the Subject Leader has responsibility for assessing this evidence and supporting staff when necessary. The evidence gathered on Seesaw should indicate the learning objective for the lesson and have relevant notes made by the Teacher with their assessed judgements or next steps to help the child(ren) make further progress.

Monitor and Review

The monitoring of the standards of the children's work and of the quality of teaching in Religious Education is the responsibility of the Subject Leader. The Subject Leader is also responsible for supporting colleagues in their teaching of Religious Education, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for Religious Education in school. The Subject Leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Subject Leader has allocated time to carry out the vital tasks of reviewing samples of children's work, and of visiting classes to observe the teaching of Religious Education.

Reviewing this Policy

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.