

## Religious Education (RE) Policy

### National Curriculum and the legal requirement to teach RE

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

And: “All state schools... must teach religious education to pupils at every key stage..” (DfE National Curriculum Framework, July 2013, page 4).

Our school curriculum follows the locally agreed syllabus for Nottingham and Nottinghamshire and 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 Early Years Foundation Stage. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents 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.

### INTENT

The religious education curriculum at Haydn forms an important part of our school’s spiritual, moral and social teaching. It supports our core values which are to be ready, resilient, resourceful, reflective and respectful. It enables children to investigate and reflect on some of the most fundamental questions asked by people in our world today.

Religious education at Haydn Primary aims to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of the six major religions in the UK and world views of those who follow these religions and those who do not;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain and the world today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples’ views and to celebrate the diversity in society.

Religious education at Haydn Primary promotes education for citizenship and is a key aspect of our role to promote the British Values of Mutual Tolerance, Respectful Attitudes, Democracy, The Rule of Law and Individual Liberty to our children. This policy should be read alongside other school policies, for example (but not exclusively) PHSE, SRE, Equal Opportunities, Geography and MFL.

### IMPLEMENTATION

At Haydn Primary School we enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

## **Curriculum**

The curriculum at Haydn is designed to enable pupils to gain knowledge and understanding of two religions every two years, alongside Christianity which is taught throughout the school. While studying these religions and the communities which embrace them pupils learn the skills to question their own sense of belonging and to recognize the significance of the community to which they belong.

Our aim is for our pupils to leave with a sound knowledge of the basic concepts of each of the six main religions represented in our society and of worldviews expressed by people who have a religion and people who have none.

RE at Haydn Primary follows the agreed syllabus for Nottingham and Nottinghamshire and is based on three areas of learning:

- A. To know about and understand a range of religions and world views
  
- B. To express ideas and insights about the nature, significance and impact of religions and worldviews
  
- C. Gain and deploy the skills needed to engage seriously with religions and world views

Our teaching and learning style in RE is based on an enquiry approach. Each topic contains an enquiry question which pupils are encouraged to consider and answer by the end of the sequence of lessons. This allows children to learn about religious traditions, make links between what they know already and reflect on what the religious ideas and concepts mean to them personally. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Lessons are exciting. Using art, poetry or artefacts to provide a hook for the children teachers encourage pupils to form enquiry questions on which to base their research and investigation during each topic. Pupils are proud to show what they have learnt through different media such as drama, art or presentations to share with other members of the school in assemblies and in displays around school.

## **Planning**

Curriculum planning in RE is organised into three phases; long term, medium term and short term. We also have an RE curriculum progression map (in progress).

The long term plan maps out which topics are covered in which term in school. The RE curriculum map shows the subject as a whole mapped out in year group. It also includes details such as visitors, school trips, expected vocabulary and resources available for each topic. These enhancements are designed to deepen thinking and understanding.

Medium term plans are used from Year 1 to Year 6 which gives details of each unit of work for each term. The RE subject leader reviews these plans and ensures pupils are being exposed to a spiral curriculum to embed knowledge. In EYFS RE is integral to the medium term planning for F1 and F2.

Planning for each RE lesson forms part of each class teacher's short term weekly planning.

From Y1 to Y6 Religious Education is taught as a discrete subject, however teachers make links throughout the school curriculum to what is, or has been, covered in RE. For example a Geography topic on China may include a discussion about celebrations such as Chinese New Year and subsequent linking to other celebrations such as Christmas or Divali.

#### **EYFS**

During the EYFS pupils learn about religion related to religious festivals such as Christmas, Easter, Divali and Eid. Pupils are encouraged to consider their own experiences of festivals and learn about how other people celebrate. This links to the EYFS statutory framework, specifically to the area of learning called Understanding of the World, People and Communities which states that pupils should “know about similarities and differences between themselves and others, and among families, communities and traditions”. Pupils are encouraged through adult led learning, discussion and role play experiences to consider similarities and differences between their own experiences and those of others.

#### **KS1**

As pupils progress into KS1 their RE learning journey at Haydn continues to encourage them to think about similarities and differences as they learn about Christianity, Hinduism and Judaism. Pupils investigate the meaning behind beliefs and practices and explore questions about belonging, meaning and truth. They learn about sacred texts and writing in the three religions they are studying. Visitors are encouraged to come into school to explain about their faith and visits to a local church and synagogue cement the learning.

#### **KS2**

In Yr3 and Yr4 pupils continue to build on their knowledge of Christianity and also learn about Sikhism and Islam. Visits are made to a Gurdwarah and a mosque and pupils are encouraged to use their previous learning in Hinduism and Judaism to look at similarities and differences between the different communities and religions.

In Yr 5 and Yr6 pupils continue to learn about Christianity and build on their previous learning about Judaism and Islam but also learn about Buddhism with a visit to a Buddhist centre. In these year groups pupils are expected to make connections and use their knowledge to respond thoughtfully to different ideas and expressions of faith. Pupils are encouraged to think philosophically and respond to big questions thoughtfully and sensitively.

#### **SEN**

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We feel that RE has a lot to offer all children and is able to contribute to the spiritual and social development of every child in our school.

#### **Resources**

Resources for religious education are kept centrally. Resources include books, Bibles, reference books and poster packs, stories, DVDs and artefacts. The library is building up a good supply of topic books to support children’s individual research

#### **Links to other subjects**

##### **Literacy**

Religious education contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons have religious themes or content, which encourages discussion which promotes the skills of speaking and listening. RE lessons provide valuable opportunities for all children to develop their literacy skills.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

## **Geography**

Religious education contributes to the teaching of many different aspects of Geography. The study of different religions often includes looking at places around the world where religious leaders and peoples originated, but also the subject of community and what and wherever that might be. For example; Yr3 look at what it is like to be a muslim in our community and how that differs from living in a muslim country.

## **Computing**

We use computing where appropriate in religious education. The children find, select and analyse information using the internet. They also use computing to review, modify and evaluate their work and to improve its presentation.

## **IMPACT**

Our program of study enables pupils to increase and deepen their knowledge and understanding of key concepts in RE. These concepts relate to the religions and world views studied. The areas of enquiry or key concepts in RE can be described like this:

- beliefs, teachings, sources of wisdom and authority;
- experiences and ways of living;
- ways of expressing meaning;
- questions of identity, diversity and belonging;
- questions of meaning, purpose and truth;
- questions of values and commitments.

The enquiry approach to RE allows pupils to appreciate and understand what progress they have made during a sequence of lessons. The use of an enquiry question at the beginning of a topic ensures that pupils are able to focus on the answers they have to that question at the end of a topic.

## **Assessment**

The first lesson of each topic provides a baseline and enables teachers and pupils to assess starting points and previous learning. Teachers formatively assess children's work in RE by making informal judgements during each RE lesson and using their judgement and knowledge of the children to inform them of their next steps. On completion of a sequence of lessons pupils undertake a piece of work to summarise their learning during the topic. This may be a piece of art work, drama, a poem or other piece of written work. This work forms the basis of teacher assessments which are tracked through an assessment framework on an ongoing basis.

The RE subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in RE for each year group in the school.

Children's progress and attainment per unit of study is tracked through an assessment framework on an ongoing basis. Teaching staff update the assessment framework termly.

## **Monitoring**

Monitoring of the standard of children's work and of the quality of teaching in RE is the responsibility of the Senior Management Team and RE subject leader. The work of the RE subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The head teacher allocates leadership time to the RE subject leader so that they can review samples of children's work and undertake lesson observations of RE teaching across the school. The subject leader keeps a comprehensive portfolio of samples of pupils' work which demonstrate typical provision on each of the subject specific strands. A named member of the school's governing body is briefed to oversee the teaching of RE. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- Recent development work;
- Performance analysis;
- Pupil outcomes in relation to development priorities;
- Pupil outcomes and their impact on teaching and learning;
- Subject specific future developments.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.

## **Updated 07.05.20**

Link to RE Curriculum map [W:\RE\RE Curriculum map \(in progress\).xlsx](W:\RE\RE Curriculum map (in progress).xlsx)

Link to Long Term Plan <W:\Planning\Planning 2019-20\Long Term Planning Whole School Haydn.doc>