



The
Boleyn
Trust



Cleves
PRIMARY SCHOOL

Religious Education (RE) Policy

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1 Introduction

- 1.1** Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. Cleves Primary School is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim 'to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value(Newham Agreed syllabus.).

2 Aims and objectives

- 2.1** The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- 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 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.

- 2.2** As Newham is such a diverse community, RE is grounded in the following principles:

1. Learn about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. (Newham Agreed syllabus 2016)

2 The legal position of religious education

2.1 The Education Reform Act 1988 (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.

2.2 In accordance with the law, Cleves provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as recommended by the QCA and required by the Newham Agreed Syllabus. This equates to 36 hours per year in KS1 and 45 hours per year in KS2. This requirement does not apply to nursery classes. Nevertheless, RE is a statutory requirement for children in reception. RE is a discernable element in the experience of children in both nursery and reception classes at Cleves. In line with the DfE's 2013 profile, RE should, through planned, purposeful play and through a mix of adult-led and child initiated activity, provide these opportunities for pupils.

3 Teaching and learning style

3.1 RE should...

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- help pupils in their search for meaning and purpose in life
- provoke challenging questions about life
- neither promote nor undermine any particular religious, spiritual or secular stance; and
- be accessible to pupils and teachers of any religious stance or none.

- encourage pupils to be confident and able to safely express their views and opinions.

3.1 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. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

3.3 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. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

3.4 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 achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

4 Curriculum planning in religious education

4.1 We plan our religious education curriculum in accordance with the **Newhams** LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into

the scheme of work offers the children an increasing challenge as they move through the school.

- 4.2** We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.
- 4.3** Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.
- 4.4** The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

5 Foundation Stage

- 5.1** We teach religious education to all children in the school, including those in the reception class.
- 5.2** In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Young children experience and respond to the world around them with all their senses. During the EYFS, the provision of a wide variety of learning experiences which value all people and include stimulating resources, 'relevant to all of the children's cultures and communities' (Development Matters) alongside positive interaction with adults and other children, help a child to make sense of the world. These elements are reflected in the early learning goals, particularly:

- personal, social and emotional development-making relationships
- understanding the world, people and communities
- communication, language and literacy
- expressive art and design.

5.3 RE can help children to begin to create for themselves an image or map of the world, often very personal to them, to which they can give expression through their play, their conversation and their early attempts at representational drawing, painting and model-making. In this way they demonstrate their growing understanding of how the wider world relates to them.

6 How does RE promote spiritual, moral, social, cultural, emotional and intellectual development?

RE has a key role in promoting pupils' spiritual development by fostering skills to enable the exploration of and response to, for example:

- how they relate to themselves and to others
- higher order of thinking and questioning based on life
- what different religions, spiritual and secular traditions teach about the meaning and purpose of life
- their own growing sense of identity, place in society and different experiences of community
- how religious teachings have shaped and influenced different communities and societies.

6.4 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Equal Opportunitites

Cleves is an all inclusive school. We have children from all walks of life. It is therefore important that all their views, beliefs and values are to be appreciated and respected. In order for this to be implemented teachers need to differentiate tasks and activities according to their children's abilities. Planning should provide for;

- The range of pupil ability in the group, with differentiated activities.
- The individual needs of pupils including their special educational needs.
- A range of opportunities to assess progress.

7 Teaching religious education to children with special educational needs

- 7.1** At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 7.2** 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. This ensures that our teaching is matched to the child's needs.
- 7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.
- 7.4** We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

- 8.1** We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment grades in our mark books, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.
- 8.2** The RE subject leader keeps samples of children's work in a portfolio as well as samples of books. This demonstrates what the expected level of achievement is in RE in each year of the school.

Teachers' will make informal judgments during lessons based on children's work, their involvement in class discussions. On completion of a piece of work, the teacher marks and assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress.

At the end of each term teachers will assess children's work by using the descriptors provided by the Newham agreed syllabus 2016. Teachers will judge which descriptions best fit the pupils' performance.

At Key Stage 1 the great majority of pupils are expected to work within steps 1-3, the expected attainment for the majority of pupils at the end of Key Stage 1 being step.

At Key Stage 2 the great majority of pupils are expected to work within steps 2-5, the expected attainment for the majority of pupils at the end of Key Stage 2 being step 4.

There will be some pupils who attainment is below level 1. For these pupils MAPP and the engage model can be used as a source of reference.

9 Resources

- 9.1** There are sufficient resources for all religious education teaching units in the school. The resources for religious education are kept in a central area where there is a box of equipment for each religion. There are religious books and a collection of religious artefacts which we use to enrich aching in religious education. The school library has a good supply of RE topic books which are there for children to access.

10 Monitoring and review

- 10.1** The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader presents the headteacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. S/he has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Curriculum Map

<u>Year Group</u>	<u>Term 1.1</u>	<u>Term 1.2</u>	<u>Term 2.1</u>	<u>Term 2.2</u>	<u>Term 3.1</u>	<u>Term 3.2</u>
<u>EYFS</u>	The Gotcha Smile: How do we make friends? What happens at Diwali?	What happens at Christmas? (Church Trip)	What happens on Guru Nanak's Birthday? What happened to Dogger?	What happens at Easter?	What happens at Eid-UI- Fitr?	What makes a place special?
<u>1</u>	<u>How do we belong?</u>					
	What can be special about living with family and friends?	How do Christians celebrate Christmas? (Faith in Schools Workshop)	What does it mean to belong to Hinduism? (Hindu Temple Trip)	What does it mean to belong to Christianity? (Faith in Schools Workshop)	What does it mean to belong to Islam?	What does it mean to belong to Sikhism? (Any local religious building trip)
<u>2</u>	<u>Can stories change people?</u>					
	Why are different books special for different people?	Where did the world come from and how should we look after it?	Why do people celebrate? (Kwanzaa) Or What does it mean to be sorry? (Gurdwara Temple Trip)	What special stories are told at is Easter? (Faith in Schools Workshop)	How does special food and fasting help people in their faith? (all religions)(Faith in Schools Workshop)	Why did Jesus tell stories?

<u>3</u>	<u>How are symbols and sayings important in religion?</u>					
	What do Sikh symbols and sayings tells us about Sikh beliefs?	What is the significance of light in religion?	How and why do Hindus celebrate Holi?	What can we learn about special symbols and signs used in special religions? (link with Christian and Muslim art)	How do Jews celebrate their beliefs at home and in the Synagogue? (Synagogue Trip)	How did Jesus and Buddha make people stop and think?
<u>4</u>	<u>What is special to me and the people in my community?</u>					
	What happens when someone gets married? (Faith in Schools Workshop)	What makes me the person I am?	Why is the Bible special for Christians? (Faith in Schools Workshop)	Why is Easter important to Christians?	What religions and world views are represented in our neighbourhood? (Any local religious building trip)	How and why do Hindus worship in the home and in the Mandir?
<u>5</u>	<u>How do beliefs influence actions?</u>					
	Why is Muhammad and the Qur'an important to Muslims? (Mosque Trip)	How is Christmas celebrated around the world?	How do Christians try to follow Jesus' example? (Faith in Schools Workshop)	Should all creatures be treated equally? OR Thankfulness unit	What inner forces affect how we think and behave?	What do religions and world views believe about God?
<u>6</u>	<u>How important are the similarities and differences between religions and worldviews?</u>					
	What similarities and differences do	How do different religions and world	How do people express their faith	What happened on the first Easter	What do people believe about life	What qualities are important to present

	religions share?	views create celebrations?	through the arts in Christianity? (Faith in Schools Workshop)	Sunday?	after death? (Buddhist Centre Trip)	day religious leader?
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