



## Religious Education

Next review: Autumn 2024

### Statement of intent

As a Christian school we encourage learning within an environment that is supportive, collaborative and inclusive - *"Do to others as you would have them do to you"* is the 'Golden Rule' that is embedded in our ethos. We do our best to make sure that this ethos permeates every aspect of school-life – this is especially relevant in our learning in RE where we seek to offer a curriculum that is broad, balanced and inclusive.

At St. Wilfrid's it is our intent to ensure that children are well prepared for life in a world where there are a multitude of viewpoint and theological beliefs. We strive to enable children to make their own informed decisions and to have the confidence to voice their views.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about the many facets of 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

As a Church of England school it is our intent to promote strong links with our church, St. Wilfrid's as well as the other churches in the community. Through this we aim to ensure that children have a sense of community and belonging whilst our curriculum provides them with the skills to flourish as members of a diverse global society.

### Legal framework

This policy has due regard to statutory guidance. R.E. must be taught according to the locally agreed syllabus. At St. Wilfrid's Church of England Primary School this is the Nottinghamshire Agreed Syllabus for RE (2021-2026). Understanding Christianity is taught alongside the Nottinghamshire Agreed Syllabus. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions.

### The right of Withdrawal from RE

At St. Wilfrid's we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other

subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at St. Wilfrid's.

### **Roles and responsibilities**

#### **The subject leader (Mrs A. Wood) is responsible for:**

- Preparing policy documents as well as long term plans.
- Monitoring the learning and teaching of religious education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all religious education related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of R.E, to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision / challenge based learning.
- Collating assessment data and setting new priorities for the development of religious education in subsequent years.

#### **The class teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' R.E. skills, with due regard to the national curriculum and Nottinghamshire Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.

- Undertaking any training that is necessary in order to effectively teach the subject.

**The special educational needs coordinator (SENCO) is responsible for:**

- Organising and providing training for staff regarding the R.E. curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of R.E objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**Early Years foundation stage 2 (EYFS)**

- R.E. is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to the Nottinghamshire Agreed Syllabus for RE.
- Early Learning Goals outline what pupils should achieve by the end of reception year.

**National Curriculum**

All pupils within KS1 and KS2 are taught R.E. in line with the requirements of the national curriculum and the Nottinghamshire Agreed Syllabus. We have drawn up a long term plan for our school. Our detailed long term plan can be found on our school website.

Phase of Learning	Religions to be studied in depth
Foundation Stage 2	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it
Key stage 1	Christianity and Judaism
Key Stage 2	Christianity, Hinduism, Judaism and Islam

**Teaching and learning**

R.E. has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed using Understanding Christianity alongside the Nottinghamshire Agreed Syllabus.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. RE is taught regularly in line with statutory requirements this is usually on a weekly basis but may be a block of time, in order to make the learning engaging and purposeful for the children.

## **RE further supports and develops learning of:**

### **The school's Christian values**

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

### **Respect for All and Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

### **The school community**

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

### **The community within which the school is located**

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular local churches.

### **The UK community**

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

### **The global community**

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

### **The promotion of 'British Values'**

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect.

## **Planning**

A long term plan for the teaching of R.E. has been developed to ensure our children receive the appropriate depth and breadth of study for their age. Our long term plan takes a spiralling approach with a coherent content. Children access core learning but can also dig deeper as they move to their next phase of learning. Theological thinking and enquiry is at the heart of our planning with reflection and response times weaved in to lessons and units of work. Teachers are responsible for reviewing and adapting plans taking into account pupils' needs and identifying the methods in which topics could be taught.

- Long-term planning outlines the units to be taught within each year group.
- Knowledge progression documents outline the vocabulary and skills that will be taught in each year group as well as end of key stage expectations.
- Short-term planning will be used flexibly to reflect the objectives of the lesson.

- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

### **Assessment and reporting**

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning as well as the success of the curriculum.

### **Resources**

- The subject leader is responsible for the management and maintenance of R.E. resources.
- The subject leader will undertake an audit of R.E. resources on a regular basis.

Equal opportunities

- All pupils will have equal access to the R.E. curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing R.E. lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

**Arrangements for monitoring standards of teaching and learning in RE, including how RE contributes to SIAMS School Self Evaluation**

The Head and subject lead will monitor RE within the school through analysis of assessment data, observation, lesson studies, learning walks, planning analysis, work scrutiny and discussions with pupils. The Head and subject leader are responsible for contributing to the Church school self-evaluation process by reviewing each area of the SEF, monitoring and evaluation as above, followed by plans to move forward.

### **Responsibilities for RE within the school, (Head teachers and Governors)**

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress