Religious Education (RE) Policy
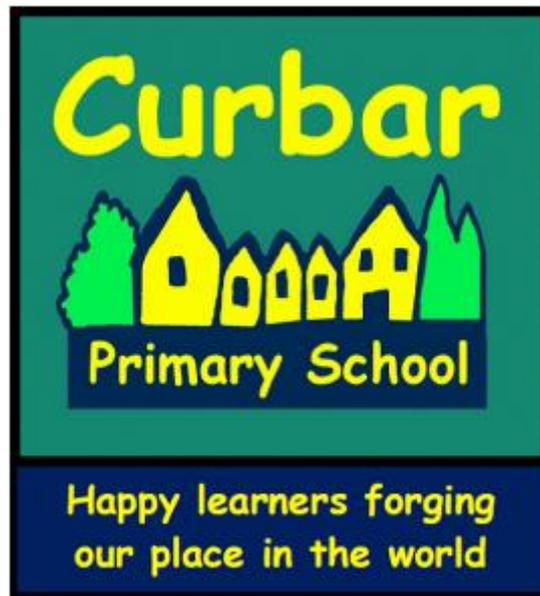
Subject Leader: C Heynes

Reviewed/Adopted:	January 2021
Next Review Date:	January 2022
Review Frequency:	Every year
Reviewed By:	S & C

RE Statement of Intent

At Curbar Primary School, it is our vision for every pupil to enjoy and express themselves through the teaching and learning of RE- learning about and from religion and belief.

We are aware that our school profile is mainly white and broadly Christian based and our children need to be able to take their place in an outward, multi-cultural and multi-faith world. Therefore, we believe that a high-quality RE curriculum will 'promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and prepare pupils for the opportunities, responsibilities and experiences of later life within the wider world'. (Derbyshire Agreed Syllabus 2014)

The principle aims for RE at Curbar is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development. We broadly follow the Derbyshire *SACRE scheme of learning to support class teachers in delivering all aspects of the curriculum.

to be updated in 2020

Aims

At Curbar Primary School, we aim to meet this Principal Aim by using two attainment targets throughout:

- Attainment Target 1: learning about religion and belief
- Attainment Target 2: learning from religion and belief

The teaching of RE enables pupils to achieve this Principal Aim because it:

- 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.
- develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.
- offers opportunities for personal reflection and spiritual development.
- enhances pupils' 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.
- encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

- challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- encourages pupils to develop their sense of identity and belonging.
- enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.
- enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- promotes discernment and enables pupils to combat prejudice.

Roles and Responsibilities

Role of the Headteacher and Senior Leadership Team

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the statuary requirements of the Derbyshire Agreed Syllabus 2014
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by; observing teaching and learning, planning scrutinies and learning walks, discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

- lead the development of this policy throughout the school;
- be accountable for standards in this subject area;

- monitor standards by; auditing the subject area, reviewing of the scheme of work, monitoring teachers planning, lesson observations, scrutinising children's work and discussions with pupils

- ensure continuity and progression throughout the school;

- devise a subject improvement plan;

- provide guidance and support to all staff;

- provide training for all staff on induction and when the need arises regarding;

- attend appropriate and relevant INSET;

- keep up to date with new developments;

- undertake an annual audit and stock take of resources.

- purchase new resources when required and in preparation for the new academic year;

- undertake risk assessments when required;

- review and monitor;

- annually report to the Governing Body on the success and development of this policy

Role of Teachers

- comply with all aspects of this policy;

- work closely with the subject leader to develop this policy;

- devise medium and short term planning;

- develop pupils' spoken language, reading, writing and vocabulary in relation to RE

- plan and deliver good to outstanding lessons;

- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;

- have high expectations for all children and will provide work that will extend them;

- assess, record and report on the development, progress and attainment of pupils;

- achieve high standards;

- celebrate the success of pupils in lessons;

Entitlement, Timetabling and Progression

Curbar recognises that

- schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents (see later).
- that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.
- is different to assembly
- should be taught in clearly identifiable time
- requires coherence and progression
- that flexible delivery of RE is often good practice.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5% of curriculum time for RE. This is set out in the table below, and based on the most recent advice in *Religious Education in English Schools QCDA, 2010, and Designing the Curriculum, Special Schools and Academies Trust, 2008.*

4-5s	36 hours of RE, integrated into learning, e.g. part of Personal, Social and Emotional Development, and Understanding the World.
5-7s	36 hours of tuition per year (e.g. 50 minutes a week, or an RE week each term where 12+ hours of RE are taught)
7-11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days where 45+ hours of RE are taught)

Early Years Foundation Stage

P-levels: Performance descriptors for pupils achieving below level 1 in RE

Learners...		Summary
P1(i)	• encounter activities and experiences. • may be passive or resistant. • may show simple reflex responses, e.g. startling at sudden noises or movements. Any participation is fully prompted	*Encounter* (present during activity
P1 (ii)	• show emerging awareness of activities & experiences. • may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects e.g. becoming still in response to silence. • may give intermittent reactions e.g. vocalising occasionally during group celebrations and acts of worship	**Awareness** (fleeting focus)
P2 (i)	• begin to respond consistently to familiar people, events and objects. They react to new activities and experiences e.g. briefly looking around in unfamiliar environments. • begin to show interest in people, events and objects e.g. leaning towards the source of a light, sound or scent. • accept and engage in co-active exploration e.g. touching a range of religious artefacts and objects in partnership with a member of staff.	Attention and response (deliberate but inconsistent)
P2 (ii)	• begin to be proactive in their interactions. • communicate consistent preferences and affective responses e.g. showing that they have enjoyed an experience or interaction. • recognise familiar people, events and objects e.g. becoming quiet and attentive during a certain piece of music. • perform actions, often by trial and improvement, and they remember learned responses over short periods of time e.g. repeating a simple action with an artefact. • co-operate with shared exploration and supported participation e.g. performing gestures during ritual exchanges with another person performing gestures.	↓
P3 (i)	• begin to communicate intentionally. • seek attention through eye contact, gesture or action. • request events or activities e.g. prompting a visitor to prolong an interaction. • participate in shared activities with less support. • sustain concentration for short periods. • explore materials in increasingly complex ways e.g. stroking or shaking artefacts and objects. • observe the results of their own actions with interest e.g. when vocalising in a quiet place. • remember learned responses over more extended periods e.g. following a familiar ritual and responding appropriately	**Participation** (with support)
P3 (ii)	• use emerging conventional communication. • greet known people and may initiate interactions and activities e.g. prompt an adult to sing or play a favourite song. • can remember learned responses over increasing periods of time and may anticipate known events e.g. celebrating their peer's achievements in assembly. • may respond to options and choices with actions or gestures e.g. choosing to participate in activities. • actively explore objects and events for more extended periods e.g. contemplating the flickering of a candle flame. • apply potential solutions systematically to problems e.g. passing an artefact to a peer in order to prompt participation in group activity.	↓
P4	• use single elements of communication e.g. words, gestures, signs or symbols, to express their feelings. • show they understand 'yes' and 'no'. • begin to respond to the feelings of others e.g. matching their emotions and laughing when another pupil is laughing. • join in with activities by initiating ritual actions and sounds. • demonstrate an appreciation of stillness and quiet.	*Involvement* (active/ intentional)
P5	• respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. • respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects. • take part in activities involving two or three other learners. • may also engage in moments of individual reflection.	↓
P6	• express and communicate their feelings in different ways. • respond to others in group situations and co-operate when working in small groups. • listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. • carry out ritualised actions in familiar circumstances. • show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort. • start to be aware of their own influence on events and other people.	**Gaining skills and understanding**
P7	• listen to and follow religious stories. • can communicate their ideas about religion, life events and experiences in simple phrases. • can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences. • can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses. • may communicate their feelings about what is special to them e.g. through role play. • can begin to understand that other people have needs and to respect these. • can make purposeful relationships with others in group activity.	
P8	• can listen attentively to religious stories or to people talking about religion. • can begin to understand that religious and other stories carry moral and religious meaning. • are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories. • can communicate simple facts about religion and important people in religions. • can begin to realise the significance of religious artefacts, symbols and places. • can reflect on what makes them happy, sad, excited or lonely. • are able to demonstrate a basic understanding of what is right and wrong in familiar situations. • are often sensitive to the needs and feelings of others and show respect for themselves and others. • treat living things and their environment with care and concern.	↓

In Foundation stage the prime areas of learning are:

Level 1- Recognising and talking about religion
- (AT1) use some religious words and phrases to recognise and name features of religious life and practice
- (AT1) can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression
- (AT2) their own experiences and feelings, in relation to religion and belief □
- (AT2) what they find interesting or puzzling, in relation to religion and belief
- (AT2) what is of value and concern to themselves and to others

Key Stage 1

In Key Stage 1, pupils' prime areas of learning are:

Level 2- Retelling stories, identifying religious materials and asking questions
(AT1)
- use religious words and phrases to identify some features of religion and its importance for some people
- begin to show awareness of similarities in religions
- retell religious stories and
- suggest meanings for religious actions and symbols
- identify how religion is expressed in different ways

(AT2)
- ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief
- recognise that some questions cause people to wonder and are difficult to answer
- in relation to matters of right and wrong, recognise their own values and those of others

Level 3 - Describing religion and making links to their own experience

(AT1)

- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences
- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers' lives
- describe some forms of religious expression

(AT2)

- identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief
- ask important questions about religion and beliefs, making links between their own and others' responses
- make links between values and commitments, and their own attitudes and behaviour

Key Stage 2

In Key Stage 2, pupils' prime areas of learning are:

Level 4- Showing understanding of religion and applying ideas to themselves and others

(AT1)

- use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- make links between them, and describe some similarities and differences both within and between religions
- describe the impact of religion on people's lives
- suggest meanings for a range of forms of religious expression

(AT2)

- raise and suggest answers to questions and issues raised by religion and belief
- apply their ideas to their own and other people's live, in relation to religion and belief

- describe what inspires and influences themselves and others in relation to religion and belief

Level 5- Explaining the impact of religion and expressing their own views on religious questions

(AT1)

- use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities
- describe why people belong to religions
- know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this
- explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions

(AT2)

- formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives
- explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

Equal Opportunities and Inclusion

Curbar recognises that Religious Education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. This syllabus contains many references to the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. The syllabus enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle. The syllabus also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences learners bring to religious education;
- meets all pupils' learning needs including those with learning difficulties, those who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious and non-religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:
- support to access text, such as through prepared recordings, particularly when working with significant quantities of written materials or at speed;
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT;
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

Providing effective learning opportunities for all pupils in religious education Religious education should be accessible to all pupils.

Setting suitable learning challenges
The Derbyshire Agreed Syllabus sets out what pupils should learn at each key stage. Teachers should teach the knowledge, understanding and skills in ways that suit their pupils' abilities and needs. This means:
- setting differentiated tasks to take account of the needs of those pupils whose
- attainments fall below or significantly exceed the expectations for the age group;
- using a variety of teaching and learning strategies, taking account, wherever possible, of pupils' preferred learning styles
- ; using appropriate assessment approaches which allow for different learning styles;
- setting targets for learning.

Responding to the diverse needs pupils bring to their learning

The Principal aim for religious education as stated in this syllabus applies to all pupils. When planning, teachers need to provide opportunities for all pupils to achieve, including:

- boys and girls,
- pupils with special educational needs,
- gifted and talented pupils,
- pupils with disabilities;
- looked after children;
- pupils from different social, ethnic, religious, cultural and linguistic backgrounds.

Religious background of pupils

The different experiences, interests and strengths that pupils bring are particularly relevant in religious education. Some are active and committed within faith communities, some have occasional contact and others have no links at all. Teachers at Curbar will need to take account of these differing religious backgrounds, plan to meet the needs of individuals and acknowledge and respect the beliefs and practices in the home and family.

RE and pupils with Special Educational Needs (SEN)

Good quality teaching in RE will tailor the syllabus carefully to the special needs of all pupils. This does not necessarily mean simplifying the syllabus, but identifying the core concepts for each unit and building up from there. A good practice case study, based on the work of Anne Krisman at Little Heath Special School, Redbridge, can be found on the Ofsted website. This outlines five steps to planning great RE for special school pupils. http://www.ofsted.gov.uk/resources/good-practice-resource-inclusive-approach-religiouseducation-special-school-little-heath-school

Pupils with special educational needs will not always reach Level 1 of the expectations in RE (see page 36) Where appropriate the 'P' scales defined by the QCA publication Planning teaching and assessing the curriculum for learners with learning difficulties - Religious Education May 2001 may be used as an indicator for progress within RE.

Work relating to the programmes of study that is planned for pupils with special educational needs should take account of the targets in their individual learning plans.

For the small number of pupils who may need the provision, material may be selected from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate the variations in their entitlement to subsequent teachers.

Good teaching and learning for all pupils, but particularly those with SEN, makes use of multi-sensory strategies involving physical, visual and tactile stimuli to engage pupils' active participation and response in lessons.

Resources
The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take, audit and order is undertaken by the subject coordinator.

Staffing / Staff Development
All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given either by the subject leader or through INSET. Any staff who attend a CPD course provide feedback/ disseminate the information.

Cross Curricular
RE contributes to many subjects within the primary curriculum such as computing, PSHE, Science, English and maths. R.E. also often has links to our topic work. These links are made explicit to children and are used as a means to develop cross-curricular links.

Monitoring and Evaluation of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- lesson drop ins
- lesson observations
- work and planning scrutiny
- pupil voice
- audit of subjects
- general curriculum discussions

Assessment and Recording

Assessment will take place at short-term and medium-term levels. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessment will be an informal part of every lesson. The teacher will share the objectives for the lesson with the children and make sure they are clear what is being expected of them to successfully achieve the objective. This is a necessary part of Assessment for Learning and will involve the teacher checking the children's understanding at the end of the session to inform future planning and lessons.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed bi-annually or when the need arises by the coordinator, the Headteacher and the nominated governors.