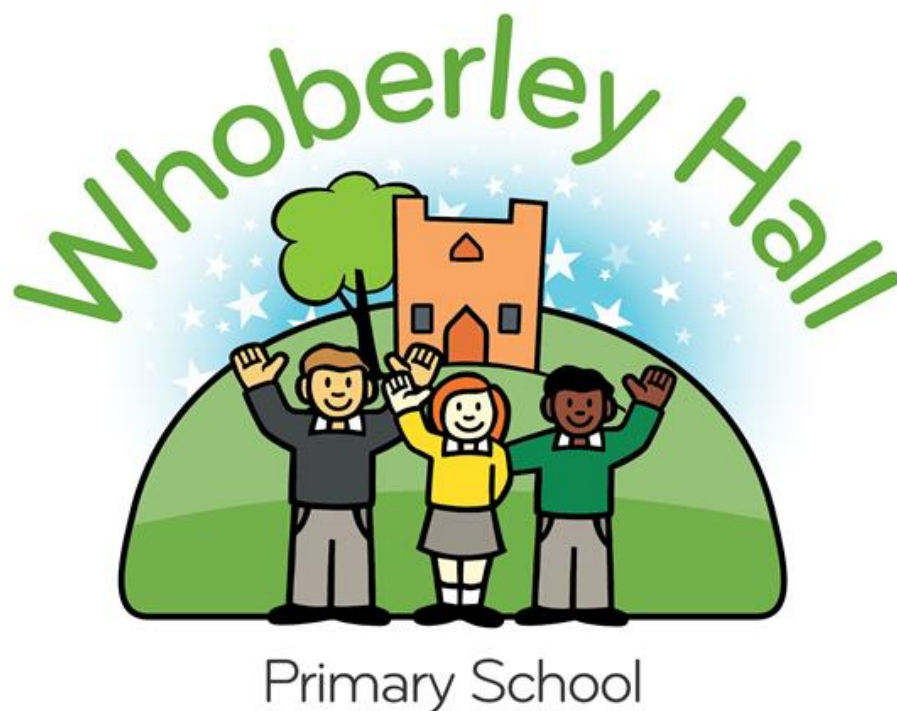




Believing Achieving Learning for life

Religious Education (RE) Policy

Date Written- September 2022

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Next Review- September 2023

Introduction

This policy outlines the learning, teaching, organisation and management of Religious Education (RE) at Whoberley Hall Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the co-ordinator.

Whoberley Hall is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

What is Religious Education?

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world, particularly in a world where fear and misconceptions surround different faiths. Religious Education is a subject that celebrates diversity and challenges stereotypes providing the next generation with the skills and knowledge to resolve and respect differences.

RE is taught in accordance with the aims of the Coventry Agreed Syllabus (2017). Particularly relevant to our school is the aim, which states this is a

‘syllabus that promotes good, effective and thought-provoking RE across both city and county; a syllabus that both builds bridges and engages with the aim of peace and reconciliation as pupils explore matters of faith, spirituality, religious, community and moral issues.’

Religious Education in Coventry: Agreed syllabus 2017 p.1.

Legal Requirements

In accordance with the law, we provide religious education for all pupils registered at the school. The teaching of RE is taught for a reasonable period of time to all pupils apart from those withdrawn by parents.

Withdrawal

Parents have the right to withdraw their children from religious education. Parents who choose to withdraw their children from Religious Education lessons are required to speak to the Head Teacher informing them of their reasons. It is the class teacher’s responsibility to provide children with alternative work during this time.

As a school that promotes cohesion between all the faiths, we cannot condone children taking part in some of the syllabus units and not others. By requesting to withdraw children from Religious Education, parents understand that this will include all units and related celebrations e.g. Christmas celebrations and related activities.

Intent

At Whoberley Hall, we believe that it is important for all our pupils to learn from and about religion, so that they can respect and understand the world around them.

Through our Religious Education lessons, we aim to deliver a rich and varied curriculum, which allows us to develop the pupil’s knowledge and understanding of the major world faiths, and to address fundamental questions such as the meaning of life and the existence of a divine spirit. Our curriculum is designed to use creativity, imagination, discussion, debate and enquiry. Pupils will develop the ability to make reasoned and informed judgements about religious and moral issues. Our children will learn to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral and cultural development.

We use the National Curriculum guidance for teaching and learning in RE, as well as the local SACRE agreed syllabus.

Our intent is that our pupils become accepting, resilient and inquisitive learners.

Implementation

We follow the Coventry and Warwickshire Agreed Syllabus for Religious Education at Whoberley Hall, in line with the National Curriculum.

- Pupils are taught to understand and respect the importance of religious beliefs in the world around them.
- The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views.
- We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. That is why an enquiry approach was implemented, encouraging higher - order thinking and allowing pupils to explore in a way that is meaningful to them.
- At Whoberley Hall RE is taught in weekly lessons. Approaches will include whole class teaching, group activities and individual work. Children will have opportunities to work individually as well as cooperatively and collaboratively, developing their own knowledge and expertise as well as sharing experiences with others.
- The following religions have been selected for study in Key Stages 1 and 2:
 - Christianity/Understanding Christianity
 - Islam
 - Judaism
 - Hinduism
 - Buddhism
 - Sikhism
- Humanism

People, Cultures and Communities is part of Understand of the World in the Early Years curriculum. Children are introduced to a range of religious festivals and cultures.

Through the delivery of RE, Whoberley Hall staff are able to deliver lessons that enables pupils to develop values and attitudes concerning the meaning and purpose of life, as well as developing children's own spiritual and religious choices. Staff are confident in developing the necessary knowledge and skills to deliver RE effectively. The SACRE implements clear and detailed year group objectives and progression of skills and knowledge throughout the school. It allows relevant learning experiences to help pupils navigate their world understanding of other principal religions, different views and cultures.

The RE curriculum offers a clear sequence of learning enabling new knowledge and skills to be developed, building on prior learning.

Impact

At Whoberley Hall, our RE curriculum will lead to the progression of skills throughout the children's primary school journey and will enable our pupils as a result of a rich and varied curriculum, to have a broad knowledge and understanding of different faiths. Through their

learning, they will be able to make links between their own lives and those of others in their community and the wider world. By appreciating the beliefs and cultures of other pupils, the children will flourish into broad-minded, tolerant and inclusive individuals. Pupils will use acquired vocabulary in lessons across other aspects of the school day and school life. All of our pupils will feel valued and respected as individuals. As well as having an appreciation of each other's other cultures and beliefs. They will leave Whoberley Hall with a sense of belonging to a tight knit community where they have the confidence and skills to make decisions, self evaluate, make connections and become life-long learners.

When a member of staff identifies that a child is not meeting the age related expectations in RE, or they require further support with their personal, social and emotional development, we have a network of support in place at Whoberley Hall. Staff can seek advice from the RE leader or SENDCO, as well as accessing support from our Learning Mentor where appropriate.

Continuity and progression in the curriculum is built around essential knowledge, understanding and key skills within RE.

The Principal Aim of the Coventry Agreed Syllabus for RE is as follows:

"The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own."

The aims of Religious Education at Whoberley Hall are to:

- Help children develop an awareness of spiritual and moral issues in life experiences
- Help children develop a knowledge and understanding of a range of world religions and value systems stated in the agreed syllabus.
- Help children develop an understanding of what it means to be committed to a religious tradition.
- Help children to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Help children develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Help children develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Help children have respect for other peoples' views and to celebrate the diversity in society

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Coventry Agreed Syllabus. RE is taught in half-termly or termly units in a combination of religion-based and thematic topics.

Teaching and Learning

Planning for Religious Education is based on the three elaborated aims from the Agreed Syllabus:

1. BELIEVING – religious beliefs, teaching, sources; questions about meaning, purpose and truth.
2. EXPRESSING – religious and spiritual forms of expression; questions about identity and diversity.
3. LIVING – religious practices and ways of living; questions about values and commitments.

In further detail:

- 1.

- *Describe, explain and analyse beliefs and practices, recognising the diversity which exists 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.

- *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*

3.

- *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 well-being 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*

Curriculum organisation

Religious Education is taught throughout all key stages. The curriculum is based on the Coventry Agreed Syllabus (prepared and agreed by members of the Coventry Standing Advisory Council for Religious Education SACRE).

The following religions will be taught across the school

- Christianity
- Buddhism
- Hinduism
- Islam
- Judaism
- Sikhism

The above religions will not be taught in all key stages. By the end of Key Stage 2 children will have studied all religions.

Early Years Foundation Stage

Religious Education will support the following early learning goals: Personal, Social and Emotional Development, Communication and Language, Literacy, Understanding of the World and Expressive Arts and Design.

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Time Allocation

The following time allocation highlights the minimum requirements for the teaching of Religious Education to ensure effective coverage of the contents of the Agreed Syllabus:

Reception: 36 hours per year

Key Stage 1: 36 hours per year

Key stage 2: 45 hours per year

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious Education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider community, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

School and community links

Visits are made to the school from the local church. Members from the local church community lead assemblies based on Christian Bible stories and beliefs. Children will be given the opportunity to visit local places of worship to enhance their understanding of different religions; this will be on a whole school level and individual classes. Whoberley welcomes visitors from faith communities to support children in their learning and faith awareness.

SEND

At Whoberley Hall we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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.

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, and 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.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Inclusion

The full range of activities in RE will be made available to all children, irrespective of age, race, gender or ability.

Impact and Assessment

The impact of learning is measured against the key concepts and key objectives within sequence of learning and is a measure of how much knowledge has been acquired. This may be through use of

quick quiz assessments or longer written or oral outcomes to demonstrate understanding. Regular monitoring of work and pupil voice is used to moderate judgements which are made. Reporting to parents occurs annually within a child's written report to parents. The teaching of RE will be monitored through the analysis of the two-year cycle, medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan. In the foundation stage assessment is collected through the use of stickers to record children's voice, observations, recorded work and tapestry. The RE subject leader keeps evidence of the children's work in a portfolio.

Roles & Responsibilities

The Head teacher will:

Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the RE Leader) and resources.

The RE leader will:

- Provide sequences of skills and knowledge to be taught.
- Support colleagues in planning and teaching the subject specific concepts, second order concepts and developing their skills in teaching and assessing RE.
- Carry out subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for RE with realistic and developmental targets.
- Compile a portfolio of children's RE work to evidence progression and examples of good practice for staff to refer to. This will also include whole school family learning projects and themed days.
- Keep up to date on new developments in the use of RE in the curriculum and inform staff in staff meetings and training days.
- Promote RE throughout the school with the idea of themed days/weeks and family learning challenges for home.
- Complete Curriculum Effectiveness Review Cycle every half-term around RE.

The Class Teacher will:

- Be responsible for planning and implementing the sequence of lessons for each RE unit as set out in this policy.
 - Be responsible for the assessment of learning for all children in their class in RE.

Resources

A folder of RE resources and planning is available for each year group in their classrooms. The same resources and planning are also available for members of staff on SharePoint. Additional resources are kept in a cupboard outside the staff room. All staff have a responsibility to ensure RE resources are maintained in good order and reported if any resources become broken or damaged during use, the RE leader needs to be informed as soon as possible.

Assessment

Staff assess pupil's understanding of key concepts and vocabulary at the start of a unit. The same concepts and vocabulary are presented again at the end of the unit. These concepts and vocabulary are monitored by the RE coordinator and provide evidence of progress. This, in addition to other methods, for example, pupil voice, informal observations during lessons, provide further evidence of progress. Books provide evidence of coverage and are a way of enabling reinforcement of skills and knowledge.

C. Urquhart (RE co-ordinator)

Review Date: September 2023