



Barley Fields Primary School

Religious Education Policy

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Rationale

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Barley Fields Primary School, we develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. 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 to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Intent

At Barley Fields Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area.

We intend to:

- engage children with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development.
- Equip children with the skills, values and attitudes to be successful lifelong learners, confident individuals and responsible citizens ready to take their place in the world of work.
- provide opportunities to promote community cohesion and provide children and young people with the skills to

Roles and Responsibilities

The R.E. leads in each key stage will be involved in:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the R.E. curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in R.E. and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their R.E. teaching and give support where appropriate
- Ensure that R.E. maintains a strong profile within the school, through displays etc
- Keep a portfolio for R.E. that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work
- Liaising with additional staff who run an extra-curricular R.E. club/enrichment activities.

Teachers are:

- Responsible for planning and delivering the R.E. curriculum in line with the school long term and medium-term schemes of work. This may be delegated to the PPA team.
- Delivering high quality and interactive teaching which facilitates progress.

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- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of R.E. teaching and learning within the Interactive Floor Book for the year group

Implementation

At Barley Fields Primary School, we strive to make R.E. a highly valuable, meaningful and enjoyable learning experience.

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.

Our teaching and learning styles in RE enable children to build on their own experiences and to 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 organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

We use the agreed Stockton on Tees Religious Education syllabus as the basis for our curriculum. We explore religious ideas, beliefs and practices along several themes.

- *Belonging*
- *Festivals*
- *Beliefs and Practices*
- *Sacred Text*
- *Places of Worship*

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be aware of and develop their understanding of. This map ensures R.E. teaching is well sequenced and progressive.. This serves as a base to aid and enhance our teaching of R.E.

Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged.

We use a variety of teaching and learning styles in our R.E. lessons. We use whole-class teaching methods and we combining these with practical activities.

The legal position of religious education

Our school curriculum for religious education 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 reception class who are less than five years old.

The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they 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.

Our school RE curriculum is based on Stockton's Agreed Syllabus, and it meets all the requirements set out in that document (See Draft Agreed Syllabus Document – RE folder – Staff Shared – school network). The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Planning and Curriculum Content

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We plan our religious education curriculum in accordance with Stockton's Agreed Syllabus. (See pg 24 Range and Content in the Draft Agreed Syllabus Document – RE folder – Staff Shared – school network). We ensure that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

R.E. teaching and learning is the responsibility of the class teacher and may sometimes be delegated to the PPA team. The curriculum map identifies the progression and sequence of key concepts to be taught in this subject. It is the class teacher's responsibility to use the curriculum map to plan and deliver well sequenced lessons.

In planning, the delivery of the curriculum will be differentiated to allow for children of all abilities.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

The RE Curriculum

Early Years Foundation Stage

Children are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief - children should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief - children should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

Key Stage One

During this key stage, children are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

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Learning about religion and belief - children should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

Learning from religion and belief - children should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

Key Stage Two

During this key stage, children are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Children in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief - children should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief - children should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives

British Values

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' (2011) – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

RE offers opportunities to build an accurate knowledge base about religious and human values as well as hone interpersonal skills in classroom discussions. At Barley Fields we strive to provide excellent RE teaching which will enable pupils to learn to think for themselves about British Values.

Differentiation

At Barley Fields Primary children with a particular interest or aptitude in R.E. can be given the opportunity to extend their education in a variety of ways.

Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more able child.

Resources

We have a range of R.E. resources that are located centrally in UKS2. The school has built up a collection of artefacts, posters, books and CD-ROMs which assist in the planning and teaching of the topics and themes set out in the Scheme of Work. Resources are held in a central store where there is a box for each major world religion.

Impact

Our R.E. curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 1 and 2. In addition, we measure the impact of our curriculum through:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning which demonstrates progression across the school;
- Tracking of knowledge in pre and post learning activities;
- Pupil discussions about their learning.

Monitoring and Evaluation

To monitor and evaluate R.E. the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in R.E., co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on R.E.al resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for R.E..

Assessment

Assessment forms an integral part of the teaching and learning of R.E. This will be done by observing children working and performing, by listening to their responses and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in R.E. both by making informal judgements as they observe them during lessons and by completing formal assessments of their work.

Equal Opportunities

All children will be given equal access to R.E. irrespective of race, gender and creed, level of ability or nationality.

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The R.E. curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able , in this curriculum area, they will be challenged in their learning.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy Monitoring and review

The R.E. leads report to the head teacher upon the progress of R.E. in the school and the head teacher in turn, discusses R.E. with school governors.

Any questions or concerns regarding this policy should be made to the Head Teacher