



**Weobley
Primary
School**

Religious Education Policy

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| Reviewed by: | Sarah O’Neil - Subject Leader |
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| Approved by: | Stephen Warrell – Head of School |
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1. Our Mission

'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

2. Our Intent

A pupil of Weobley Primary School will:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the local community, the local area, Great Britain and around the world. Through their learning children are able to make links between their own lives and those of others in their community and in the wider world.
- They will develop an understanding of other people's cultures and ways of life and worship, which they are then able to communicate to the wider community.
- Appreciate the way that religious beliefs shape lives and behaviours and develop the ability to make reasoned and informed judgements about religious and moral issues.
- Be exposed to a wide range of religions and the progression of learning means that children develop an understanding and awareness of beliefs, values and traditions of other individuals, societies, communities and cultures outside of their own.
- Religious education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social, and cultural development of our children. It offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.
- Value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

3. Implementation of the Curriculum

What does our religious education curriculum look like?

Pupils will be taught in line with the Herefordshire Agreed Syllabus (2020 – 2025) and opportunities for teaching religious education as part of a cross curricular approach will be encouraged where possible. We implement our Religious Education learning through an enquiry-based approach. Each year group has a different 'Big Question' linked to the religion they are studying that half term. Children are introduced to the 'Big Question' at the start of the half term and are reminded of it at the beginning and end of each lesson allowing time to reflect on previous

learning and discuss how their learning allows them opportunities to answer the question. These termly summative assessments are used to determine the children's' understanding and inform teacher's planning and further differentiated support for pupils.

Children explore these religions by looking at and handling artefacts, exploring sacred texts, using drama and imaginative play to re-tell religious, spiritual or moral stories, using ICT, Art or D&T to explore and create.

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Herefordshire Agreed Syllabus. Children explore these religions by looking at and handling artefacts, exploring sacred texts, using drama and imaginative play to re-tell religious, spiritual or moral stories, using ICT, Art or D&T to explore and create.

- EYFS themes emerging from the EYFS Framework
- KS1 Christianity, Islam and Judaism
- Lower KS2 Christianity, Islam, Judaism and Hinduism
- Upper KS2 Christianity, Islam, Judaism, Hinduism and Non- religious world views

The teaching and learning of religious education will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

Time Allocation.

Religious Education should be taught for 36 hours in Upper Foundation Stage and KS1 and 45 hours in KS2 over the course of a year. To ensure religious education is taught in the best possible way, class teachers are given flexibility as to how they allocate this time throughout the school year. For example, this may mean a subject is taught in a block over the course of a week rather than for a short period every week or it may be paired with another subject and each subject taught for half of the term.

Cross-Curricular Opportunities

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Children take part in certain religious events throughout the year to build on their learning and knowledge. Upper Foundation Stage and KS1 perform the Nativity Story through a Christmas production. All children are encouraged to perform in a Harvest and Christmas Celebration. There are also regular Open the Book assemblies throughout the school year. There are no presumptions made as to the religious backgrounds, and beliefs and values of the children and the staff.

Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in religious education will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so we seek to 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 which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. We maintain an RE resources shelf in Class 3 and artefact boxes are stored in the library. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. Resources are available for both staff and pupils on all major religions and world views as appropriate. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Further Information

Further detail of the religious education curriculum can be found in the following three documents:

- Herefordshire Agreed Syllabus 2020 - 2025
- Subject Map – Religious Education
- Year Group Subject Map – Religious Education

4. Impact

Our religious education curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as well rounded young people.

Assessment

Each lesson in religious education gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

5. Role of the Subject Leader

Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School and Lead Teacher in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Assessment folder observations

Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School and Lead teacher.

Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.