



Southfields Primary- Religious Education Policy

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Last reviewed on: Summer 2022

Next review due by: Summer 2023

STATUTORY REQUIREMENTS

Southfields Primary School's curriculum for Religious Education (RE) 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. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Coventry and Warwickshire RE Agreed Syllabus, and it meets all the requirements set out in that document. 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.

INTRODUCTORY STATEMENT OF INTENT

Religious Education is a vital part in supporting and developing children's acceptance of others across the school, wider community and world. Children who attend Southfields bring with them a wide range of world faiths, beliefs, values and traditions and we use this rich resource to encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences, and those of others in our unique school. The children are encouraged to explore, research and discuss different religious beliefs and customs. They will apply this knowledge to considered and respectful class discussions on a range of aspects of birth, life and death. Key questions are used for children to be able to confidently and sensitively vocalise their own beliefs and opinions but accept the beliefs of others and learn from them. Our Religious Education curriculum is further enhanced with opportunities to visit places of worship in our local area.

AIMS

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;

- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in our society.
- develop investigative and research skills, and make reasoned judgements about religious issues;
- have respect for other people's views, and celebrate the diversity in society.

IMPLEMENTATION

Learning and Teaching in RE

The teaching and learning style in RE at Southfields is based 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. Teachers enable children to extend their own sense of values and promotes their spiritual growth and development and encourage them to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our RE Curriculum uses the Coventry & Warwickshire Agreed Syllabus 'Key Questions' to use thinking skills and promote curiosity. Southfields recognises that 'enquiry' is instrumental to good learning in RE and we help pupils to enquire independently. Each 'Key Question' addresses one of the three strands below, supporting the development of the substantive, disciplinary and personal knowledge and delivering a broad and balanced curriculum. These are detailed on our RE Road Map for the whole school.

Believing – Children learn about religious beliefs, teaching, sources; questions about meaning, purpose and truth.

Expressing – Children learn about religious and spiritual forms of expression; questions about identity and diversity.

Living - Children learn about religious practices and ways of living; questions about values and commitments.

Religions Taught

The Southfields Religions long-term plan details the different religions and non-religions to be taught by the years groups. To build on skills and knowledge, consideration has been given to the Systemic and Thematic Units, which are carefully sequenced taking prior learning into account.

Teachers use the Medium term plans which consist of Unit Overviews to plan engaging RE lessons. Suitable content is matched to the Key question learning outcomes to deliver engaging lessons with clear learning outcomes. Each units contain lesson ideas for teachers to choose and all learning outcomes are covered throughout a unit to promote breadth of study.

These plans are adaptable and teachers ensure that they are appropriately delivered, taking account of the needs of the children in each class. In order to effectively cover all of the aspects of RE, a wide range of teaching and learning styles are employed during planning. Each class has a copy of all the units for their year group and plans are often discussed on an informal basis with the RE subject leader. All plans are available to staff on the shared network for ease of access and modification.

Early Years Foundation Stage Curriculum: Discovering the World

In Nursery and Reception, children discover religions and worldviews as they occur chronologically throughout the academic year and those that are specific to the cohort: Diwali, Christmas, Easter and Eid. Children are given a range of experiences through play to prepare them for later development. They use their senses to explore beliefs, practices and forms of expression. By asking questions they reflect on their own feelings and experiences. Through curiosity and imagination, they develop an appreciation of the world around them.

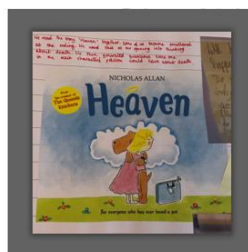
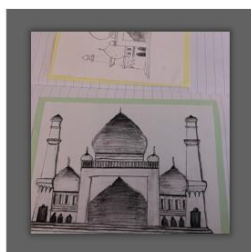
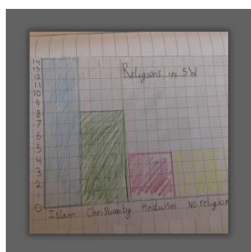
Some examples are creative play, dressing up, making festival food, talking and listening to each other, exploring religious artefacts, sharing storybooks, listening to religious music, share home experiences and introduce religious terminology.

Key Stage 1 & 2

In Key Stage 1 the 'Key Questions' follow an **exploration** focus, whereas in Key Stage 2 children they begin to **connect ideas** between different faith groups and beliefs. Children are taught knowledge, skills and understanding and these are extended in Keys Stage 2. Using Thematic units, children in Year 1 and 2 encounter other religions and worldviews. In Key Stage 1 children use basic subject specific vocabulary, raise questions, begin to express their own views in response to the material they learn about and in response to questions about their ideas. Children in Key Stage 2 move on to recognising religions and worldviews in local, national, and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. Children are encouraged to be curious and to ask increasingly challenging questions about religion,

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Visits & Visitors

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Southfields caters for this by having a visit to a place of worship in each Year group and inviting visitors from faith communities into RE lessons. During their time at Southfields, pupils will have the opportunity to visit:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
St Peter's Church	Mosque	Coventry Cathedral	Mandhir (Shree Krishna)	Mosque Masjid Ul Hidayah	Gurdwara Sahib or GNP

These visits are arranged by year group leaders/class teachers with the support of the RE Subject Leader.

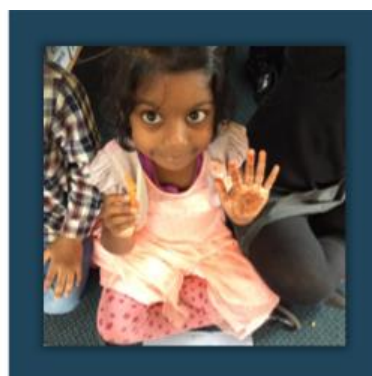
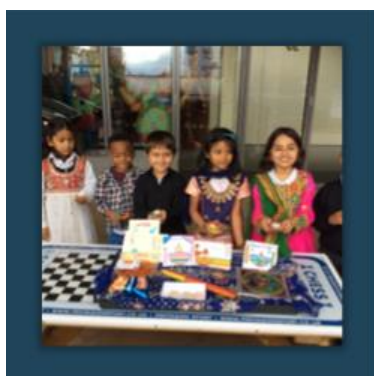
Timing

At Southfields, RE within the Early Years is implemented through the continuous provision and through a series of RE days. In Key Stage 1 and Key Stage 2 it is delivered on a weekly basis.

Festivals Board

The teaching and learning in RE enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali and Pesach (amongst many others) to develop their religious thinking. Pupil experiences and work related to cultural celebrations and festivals are showcased on our School Festival Board. The display is a great representation of

the



breadth & depth of study of cultures at our school.

The qualities and success criteria for children's work is made clear to them (see separate Marking and Feedback Policy). Each class has a Religious Education learning journal for work to be celebrated and staff and children to record comments and give pointers to help the children make progress.

IMPACT

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Southfields, children's knowledge and understanding of the major world faiths is developed and fundamental questions concerning, for example, the meaning of life are addressed. Children are enabled 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.

Teachers should be clear about the learning outcomes for each lesson and ensure the activity is suitably matched using year group unit plans. Using formative/summative assessments, teacher need to be aware of what learners need to know and how that will look like in the lesson, together with child friendly learning outcomes from the unit plans. This will promote on-going assessments rather than at the end of a unit.

Assessment will enable teachers to know the children's skills and knowledge and inform their subsequent planning. A range of assessment strategies will be used such as writing, quizzes, AfL questioning, discussion and artwork. At the end of each unit, teachers will update their class RE assessment records with the teacher judgements for their class in the form of Beginning, Developing, Secure and Greater Depth.

Throughout the school we will see evidence of a broad and balanced curriculum and clear knowledge and skills progression. This will be evidenced through pupil voices (younger children sharing personal beliefs and children extend their ideas to make connection with other beliefs further up the school), learning walks and work trawls which will reflect age-appropriate learning outcomes and a variety of learning styles to aid scaffolding and challenge.

Children showcase their ability in RE through a variety of different ways. Younger children, for example, act out a famous story from the Bible, whilst older pupils might produce a *PowerPoint* presentation based on their investigation of sacred texts. Teachers will assess children's work in religious education by making informal judgements through observations during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or

verbal feedback to help guide progress. Teachers update the RE class journal with examples of work, photographs, artwork and drama activities. Work evidenced includes SEND, lower, middle, higher ability samples.

Assessments are completed at the end of each taught unit to measure progress and attainment, to ensure children are accessing information effectively and to see whether they are being challenged in their understanding. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. This information is used for setting new goals, and for passing information on to the next teacher at the end of the year.

CONTRIBUTION OF RE TO OTHER SUBJECT AREAS

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children are often encouraged to record information in order to develop their writing ability.

ICT is used where appropriate in RE. The children find, select and analyse information, using the Internet and also use ICT to review, modify and evaluate their work and to improve presentation. Teachers use interactive whiteboards for whole class or group teaching.

At Southfields, the RE curriculum has links to the School GARK values (Good Learning, Acceptance, Respect and Kindness). Through RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. Teachers help them to recognise the difference between right and wrong through the study of moral and ethical questions. Teachers enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives. (please see SMSC policy)

Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual needs. Our school aims to provide for all children with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

Opportunities are planned for children with SEND to work on their Individual Educational Plan targets.

These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service.

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or interpreters if possible, to enable them to gain the knowledge, understanding and skills set out in the RE Curriculum.

STAKEHOLDER INVOLVEMENT

Southfields values the engagement of all stakeholders such as pupils, parents, staff and governors. We have strong links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of RE through termly parent meetings and annual written reports. Parents are invited into school for events linked to RE such as assemblies and community days. All stakeholders are actively encouraged to engage with school life and one way of doing this is by viewing our school website for information and advice.

ROLE OF THE RELIGIOUS EDUCATION SUBJECT LEADER

The RE Subject Leader maintains a culture of high expectations for all children and staff and leads by good example. Effective and regular monitoring takes place, to identify and spread good practice across the school. An evaluation of aspects of RE teaching is carried out, whether in the form of lesson observations, speaking to children or scrutiny of work to ensure effective delivery, differentiation and progression towards targets set. An understanding of the school's effectiveness of RE provision is also informed by what pupils, parents and governors think. Stakeholder feedback is actively sought.

The RE Subject Leader engages supportively with colleagues, managing them and their workload in realistic and constructive ways. There is also a focus on improving their own and colleagues' subject knowledge in RE.

Through professional dialogue and monitoring activities the RE Subject Leader is able to recognise any particular difficulties staff may have in delivering the curriculum and will determine any additional subject leader support or whole school INSET which may be required.

CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning

Assessment

Marking and Feedback

PSHE
SMSC
Drama
Health and Safety
SEND
EYFS
Gender Equality
Racial Equality
Online Safety