



Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Religious Education Policy

Head: Claire Tjaveondja

Chair of Governors: Nicola Jackson

Curriculum Intent

'We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners who have the skills and knowledge to be able to keep themselves and others safe and happy, challenge discrimination and to make our world a better place.'

Our aims are:

- ♥ To create a safe, happy, learning rich environment
- ♥ To work with families to help with their child's development, education, health and wellbeing
- ♥ To make a positive contribution to our community and our world
- ♥ To welcome and treat everyone as a unique individual and an equal
- ♥ For all our children to develop their own personalities, reach their full potential and become lifelong learners

The context of RE

As a community school Religious Education is taught in accordance with the National Curriculum. As a school with mixed aged classes the Lancashire Curriculum just would not fit into our curriculum mapping. We have developed a curriculum that ensures we teach the children something about the main religions they may encounter in Modern Britain. We intend to visit places of worship and work with leaders from these religions to ensure the learning is real and meaningful and that children can make links and compare to their own beliefs. The curriculum is taught from Nursery to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The curriculum aims to support pupil's personal search for meaning as they explore what it means to be human. We use the Lancashire agreed learning strategies and processes in RE .

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

Purpose and Aims of Religious Education

We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge

and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education 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. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well informed conversations about religions and worldviews whilst respecting the views of others.

Our curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and 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; and
 - appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - 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; and
 - appreciate and appraise varied dimensions of religion or a worldview.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - 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 wellbeing of all; and
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

('A Curriculum Framework for Religious Education in England' Religious Education Council October 2013)

Curriculum Structure - what we teach, when.

We have a four year rolling curriculum. Skills and ideas are explored according to our children's level of development and ability. As we are at the beginning of our journey prior learning is only just being taken into account and this will be planned into our medium term plans and re-visited when different religions are revisited. Concepts and connections will be reinforced throughout the teaching. This will ensure knowledge and skills are taught progressively and as part of our spiral curriculum.

Our medium term plans will reflect the Fields of Enquiry (table below) to ensure all areas are equally weighted in teaching.

RE Curriculum Fields of Enquiry Acronyms for medium term plans			
LRT (Living religious traditions)	B & V (Beliefs and values)	SPM (Search for personal meaning)	SHE (Shared human experience)

Using the Field of Enquiry drives forward knowledge linked to the academic disciplines of theology, social sciences and philosophy.

We have planned visits to places of worship and visitors involved in delivering the worship throughout the curriculum to ensure the learning is real and meaningful and to offer opportunity for respectful questioning and discussion around beliefs.

The organisation of the long term curriculum map - how units link together over time.

How knowledge and skills are taught progressively as part of a spiral curriculum.

The end goals at the end of each key stage.

We have allocated 50% of teaching to Christianity, 25% to Islam in answer to and in order to dissipate Islamophobia in society.]

Although RE is planned throughout the year, we rotate the weighting with RSHE.

Each child has an RE book that travels through school with them. We also have a Floorbook for work across the Key Stages. These will include children's ideas and points discussed. Any comments children have made during lessons may be stored on sticky labels and put into their books in speech bubbles or thought bubbles.

The subject lead will monitor and moderate work from this evidence, also from talking to children. This will take place once a year, according to the monitoring schedule.

This information will be shared with governors once a year at the SEC meeting.

How the curriculum is shared with stakeholders and interested parties via the website.

Curriculum Implementation - how we teach Religious Education well.

Things to consider for inclusion in this section:

To ensure our pedagogy is effective we strive for:

- **Visits to places of worship and visitors from different religions into school.**
- Well planned, clearly structured lessons which drive forward key skills and knowledge.
- Sequenced lessons that connect chunks of learning over time.
- Accurate information, vocabularly and good subject knowledge.
- Clear instruction and modelling to introduce the key learning.
- Varied questioning techniques to stimulate discussion, promote enquiry, deepen learning and support assessment.
- Engaging resources and teaching strategies.
- Opportunities for discussion and reflection to develop personal meaning. Time is given for consideration of deep learning around ' bigger questions'.
- Up to date CPD is provided to develop subject knowledge.
- Careful handling of sensitive issues- children can put notes in the worry or idea box if they wish.
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Learning is adapted to meet the needs of different pupils [Specific mention needed for SEND pupils, those who require additional challenge and the disadvantaged]

- Reference to the Practice Code for Teachers of RE [see RE website for the 8 principles].

Assessment recording and reporting

We use the Lancashire progression grids as guidance but as we have such a different curriculum these are used as progression within lessons and not taught discretely to the specific year group.

Each child has their own grid which holds their knowledge, skills and progression as the curriculum teaches the various elements of each religion.

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

Links with other subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Our full guidance on withdrawal can be found on the school website.

Visitors and visits to places of worship

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

Guidance on visits and visitors can be found in the school's visitor policy.

The RE subject leader supports class teachers to organise these educational visits.

RE Link Governor:

Named RE subject leader: Claire Tjaveondja

This policy has been adopted by the *Governors* in consultation with the Head teacher, RE subject leader and staff. It **was approved by Governors in 2021 and will be reviewed in 2022**