



Curriculum Policy – Religious Education

Newbald School Mission Statement

We aim to provide a secure and happy environment for all our children through a well-balanced, stimulating and enriching curriculum. In partnership with our parents and the local community we strive to give every child equal opportunities to achieve their full potential.

Aims of Religious Education

Our aims for Religious Education are taken directly from our East Riding of Yorkshire Agreed Syllabus for Religious Education 2016 (<http://www.eriding.net/all-ages/religious-education/introduction/the-purpose-and-aims-of-re/>). This is the syllabus we follow as a Local Authority school.

'Religious Education (RE) contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.'

'The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognizing 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.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

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.
- Appreciate and appraise varied dimensions of religion or a worldview.

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.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Our RE vision

- To develop children who can participate fully in society with an understanding and respect for a diverse range of religions and worldviews.
- To develop enquiring minds in an environment where children feel safe to ask questions to impact on their Spiritual, Social, Moral and Cultural development.
- To challenge children to think outside of their comfort zones, exploring their skills, beliefs and ideas.

(see separate vision sheet)

Planning and organisation

A long-term plan is in place, based upon the local Agreed Syllabus, allowing for continuity and progression and building upon prior learning. The 2016 programme of Units of Learning is followed. Pupils receive an average of 45-60 mins/week of RE, representing at least 5% of curriculum time; when appropriate some of this time is blocked to provide a concentrated focus.

NB. Curriculum time given to RE is distinct from collective worship, which is outside curriculum time.

RE is taught through three statutory areas of understanding:

- Beliefs and Practices
- Identity and values



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- Meaning and Purpose

Each area has two attainment targets:

Attainment target 1 – Knowledge and Understanding

Attainment target 2 – Reflection and Response

Key Stage 1 children will study Christianity and Buddhism as their main focus.

Key Stage 2 children will study Christianity, Sikhism and Judaism as their main focus.

Christianity represents at least 50% - the remaining proportion is equally divided between the other chosen faiths. Those faiths are not exclusive; other world faiths may occasionally be touched upon to follow a line of enquiry to compare religions and also through festivals throughout the religious calendar.

Each chosen faith has specified statutory Key Content in the syllabus:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-key-content/>

Although Buddhism is taught in KS1, this may also be revisited within KS2 as appropriate and if the opportunity arises.

Teachers in KS2 will have to be aware that the key content for Sikhism and Judaism for KS1 will not have been taught in KS1 in depth, so will need to be incorporated into their teaching.

Refer to unit plan for a detailed plan of which units are covered within each class.

EYFS

The teaching of RE forms a valuable part of the educational experience of children in the EYFS in line with Development Matters. Planning is based on the locally Agreed Syllabus, which offers resources and suggestions for RE linked with the Development Matters. Nursery and reception children are taught together in the same class. Children are given opportunities to explore Religious belief through a variety of experiences, such as free play, circle times, stories and role play, both in child-initiated and adult-led situations. Many key Religious Festivals are celebrated throughout the school year too.

Assessment

Teaching Objectives and Learning Outcomes for a key stage are found in three Areas of Understanding, each divided into two Attainment Targets:

Attainment Target 1 (Knowledge and Understanding): Learning about religions

Attainment Target 2 (Response and Reflection): Learning from religions

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-areas-of-understanding/>

Assessment in RE takes place at the end of every term, after a unit has been taught. The assessment information is logged on a class grid, detailing which children are working towards, working at and working beyond the AT statements. The children's names and links to units are highlighted in set colours each term, to show both progress and coverage across the year.

Progress is reported to parents in the yearly report in the summer term.

In Reception the children are expected to achieve the Early Learning Goal for:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour
- People and Communities



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Monitoring

Wherever possible the RE subject leader evaluates, monitors and supports RE teaching and learning throughout the school, against the standards set in the agreed syllabus. Monitoring will include; discussion with class teachers, monitoring planning, book scrutiny, learning walks and lesson observations. Assessment outcomes at the end of the school year will also be analysed.

Enrichment opportunities

Where possible and within the constraints of time and budgets, children should be able to experience what they are learning first hand. This may include visitors to school and visits to places of worship or events. Teachers are encouraged to plan this into their year as appropriate and where possible.

Newbald Church is a valuable resource for us as a school within the teaching of RE. We spend lots of time in Church throughout the year, taking part in many services throughout the Religious Calendar.

Some whole school RE days also take place within our two year teaching cycle. These may include working in house teams or as classes who can access visitors to school or learn about a particular topic or theme across school.

Whole class worship is separate to RE time but as part of this the children have a Church assembly led by a member of the Church once every fortnight.

Inclusion and withdrawal

RE is a basic subject of the curriculum and is therefore an entitlement for every child. All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. In planning for RE, teachers differentiate accordingly to ensure all learners, including those with SEND, EAL and those who are Gifted and Talented are catered for. Care is taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies.

Parents may withdraw their child from all or part of Religious Education provided they give written notification to the school detailing whether they request their child to be withdrawn from all or part of the RE curriculum and specifying which parts. Teachers can also exercise their right to withdraw from teaching the subject. However, it is hoped that all parents and teachers will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.

Resources and technology

The majority of the RE resources are stored in the Otter's Lodge. They are organised into drawers relevant to which faith/ Religion they support the teaching of. There are also a range of books within our library which may also support the teaching of RE. There is an inventory of the artefacts and resources we currently have in school and teachers are aware that they can email or speak directly to the subject leader if they require more resources to teach their class effectively. The subject leader will then endeavour to buy the resources or borrow them, depending on the school budget constraints. There are a range of DVD's available to support the teaching of RE and every teacher in school has access to many resource websites to further support seeking resources to support their teaching. Every classroom is fitted with a Clever Touch screen and there are two class sets of iPads and a class set of Chrome Books which teachers can book out and use when teaching RE.

Cross-curricular links

Although RE is a subject within its own right, it can make important contributions to other parts of the school curriculum. RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC and PSHCE development and the promotion of fundamental British values. Teachers are encouraged to consider teaching RE in a cross-curricular way where appropriate. For example (but not an exhaustive list):

- The children could discuss and debate verbally and also create written pieces within Literacy.
- They could explore famous artists, patterns and colour within art.
- They could incorporate Religious/multicultural music within the music curriculum.
- Within geography, places of worship and pilgrimages could be located.

Health and safety

Teachers and pupils are encouraged to use our range of resources and artefacts carefully, respectfully and safely. Care must be taken if candles are being used in any area of the school or if cooking within the teaching of RE.

If food plays a part in an RE session, teachers must be aware of the health requirements and allergies within their class group and cater accordingly.



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Roles within RE

The role of the Headteacher within RE is:

- In collaboration with the subject leader, to monitor the implementation of the RE policy and curriculum delivery within the teaching and learning.
- To ensure that the governing body is informed about the progress and profile of RE in school.
- Deploy support staff to maximise support for RE.
- To ensure that statutory requirements within RE are met.
- To keep the RE subject leader and teaching team up to date with recent and relevant changes in government policy.

The role of the subject leader within RE is:

- To review and update the RE policy.
- To implement the policy and scheme of work, ensuring that a high-quality RE curriculum is being taught across school.
- To offer support regarding the teaching and planning of RE.
- To ensure that RE teaching is fully inclusive.
- To attend appropriate courses and training which will enhance the RE teaching and learning across school and also inform other staff of inset opportunities relating to RE and where relevant to their role.
- To ensure that our current resources are accessible and well-maintained, whilst extending these resources as necessary in line with our school budget and needs with RE.
- To help to arrange a range of RE enrichment opportunities within school, for example visitors, visits and school RE days.

The role of the class teacher within RE is:

- To implement the RE policy and scheme of work within their classes, following legal requirements.
- To make RE teaching and learning fun and engaging, meaning that RE is of a high quality across school.
- To follow school planning and assessment procedures.
- To ensure that RE is inclusive to all by planning for the range of abilities and skills within your class.
- To report annually to parents about the progress and achievement within RE.

The role of the Governor within RE is:

- To ensure that Newbald Primary School is delivering the correct RE curriculum to their children in line with their agreed syllabus.

Document Review

As a result of assessment and monitoring, plus any updates to the syllabus, this policy and the RE scheme of work will be reviewed as necessary.

Date written: January 2020

Review frequency: 2-3 years

Review date due: January 2022