

St Paul's C of E Primary School



RELIGIOUS EDUCATION POLICY

1. Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

Here at St. Paul's C of E Primary School, we use the Salford Agreed Syllabus to plan and assess the teaching of Religious Education (R.E) for all our pupils. By following this syllabus, we can ensure that our teaching of R.E. makes a positive contribution to children's learning and encourages our pupils to become thoughtful members of a plural society, so that in learning about religions and worldviews they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. It will raise questions of spirituality and identity as well as questions of morality. We have therefore adapted our curriculum in response to the context, strengths and needs of our school whilst acknowledging the range of religious backgrounds of our children and families. The skills and attitudes developed through our R.E. curriculum are deeply rooted in the ethos and values of our school and explore British values in relation to religion and worldviews. There is a resonance between the school's theologically rooted Christian vision, the curriculum, and the role of spirituality in school life. Every pupil has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief.

3. Intent: Aims and outcomes

Religious education in our school contributes dynamically to children and young people's learning in school, provoking challenging questions about human life, beliefs, communities and ideas. In R.E. pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Our teaching will equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. We support children with their learning of world faiths, including Christianity, Islam, Judaism, Hinduism and Humanism and their understanding and awareness of beliefs, values and traditions of others. We encourage children to discover, explore and consider different answers to questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.

4. Implementation: Teaching and learning

Religious Education is taught in accordance with the Salford Agreed Syllabus and balanced to meet the requirement of at least 50% Christianity whilst also taking due account of different faiths and worldviews. Our curriculum, taught from Reception to Year 6, enables all pupils to achieve well and attain high-level outcomes.

The curriculum for R.E. aims to ensure that all pupils:

1 Know about and understand a range of religious and non-religious 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 religious and non-religious worldviews
- Appreciate and appraise 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 religious and non-religious worldviews, so that they can:**
- Explain, using reasoned arguments, 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
- 3 Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**
- 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 clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

At St. Paul's, we recognise that in all classes children have a wide range of abilities, and we ensure that we 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:

- We set tasks which are open-ended and can have a variety of responses
- We set tasks which can be adapted for different children either to increasing difficulty or support them
- We group children by ability for some tasks, in mixed ability groups for others and independently for some tasks. Sometimes each type of grouping will have different activities, other times this may just include having additional support offered to them
- We provide resources of different complexity, matched to the ability of the child
- We use adults in the classroom to support the work of individual children or groups of children.

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of R.E. Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource, which may give an alternative perspective on events of the past as well as the present.

5. Curriculum overview

The curriculum has been developed so that it is clearly sequenced and suitably ambitious. The sequence of learning ensures that it is coherent and shows progression, particularly across transitions between key stages. Children will know more, remember more and do more. We have ensured that the curriculum: makes sense to pupils; focuses on core concepts; allows pupils to encounter diverse examples of religion and worldviews; enables pupils to embed learning in their long-term memory and makes space for pupils' own beliefs/worldviews.

The syllabus is structured around three strands: Believing, Expressing and Living. Each unit of study relates to these strands and is planned around a key question approach, where the questions open up the content to be studied. To enrich the curriculum, we organise visits to places of worship and faith leaders and other members of the community are also invited into school to contribute to learning in the classroom as additional valued resource.

School has a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents, and sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus. R.E. is taught in clearly identifiable time and in EYFS, teachers are able to indicate the opportunities they are providing to integrate R.E. into children's learning.

We carry out our curriculum planning in three phases: whole-school overview, schemes of work and short-term plans.

Our whole-school overview maps out the R.E topics studied during each year group:

Religious Education School overview EYFS– Y6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 Which stories are special and why? Christianity & Islam	F4 What times are special and why? Christianity & Judaism	F2 Which people are special and why? Christianity	F5 Being special: where do we belong? Christianity & Islam	F3 What places are special and why? Christianity & Islam	F6 What is special about our world? Christianity, Judaism & Islam
Y1	1.1 Who is a Christian and what do they believe? Christianity (Topic split Yr 1 A1 & Yr 1 A2)	1.1 Who is a Christian and what do they believe? Christianity (Topic split Yr 1 A1 & Yr 1 A2)	1.7 What does it mean to belong to a faith community? Christianity (Topic split Yr 1 Sp1 & Yr 1 Su1)	1.6 How and why do we celebrate special and sacred times? Christianity (Topic split Yr 1 Sp 2 & Yr 2 Sp 2)	1.7 What does it mean to belong to a faith community? Islam (Topic split Yr 1 Sp1 & Yr 1 Su1)	1.4 What can we learn from sacred books? (Bible) 1.5 What makes some places sacred? (Church) Christianity (Topic split Yr 1 Su 2 & Yr 2 Su 1)
Y2	1.2 Who is a Muslim and what do they believe? Islam (Topic split Yr 2 A1 & Yr 2 Sp 1)	1.3 Who is Jewish and what do they believe? Judaism	1.2 Who is a Muslim and what do they believe? Islam (Topic split Yr 2 A1 & Yr 2 Sp 1)	1.6 How and why do we celebrate special and sacred times? Islam (Topic split Yr 1 Sp 2 & Yr 2 Sp 2)	1.4 What can we learn from sacred books? (Quran & Torah) 1.5 What makes some places sacred? (Mosque & Synagogue) Islam & Judaism (Topic split Yr 1 Su 2 & Yr 2 Su 1)	1.8 How should we care for others and the world, and why does it matter? Christianity & Judaism
Y3	L2.7 What does it mean to be a Christian in Britain today? Christianity	L2.5a How do people from religious and non-religious communities celebrate key festivals? Christianity & Judaism	L2.2 Why is the Bible so important for Christians today? Christianity	L2.10 How do family life and festivals show what matters to Jewish people? Judaism	L2.1 What do different people believe about God? Christianity & Islam	L2.4 Why do people pray? Christianity & Islam
Y4	L2.8 What does it mean to be a Hindu in Britain today? Hinduism	L2.4 Why do people pray? Hinduism	L2.3 Why is Jesus inspiring to some people? Christianity	L2.5 Why are festivals important to religious communities? Christianity & Hinduism	L2.9 What can we learn from religions about deciding what is right and wrong? Christianity, Judaism & non-religious worldview	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Christianity & Hinduism
Y5	U2.1 Why do some people believe God exists? Christianity & a non-religious worldview	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty first century? Christianity	U2.4 If God is everywhere, why go to a place of worship? Christianity, Hinduism & Judaism	U2.6 What does it mean to be Muslim in Britain today? Islam	U2.9 What can be done to reduce racism? Can religion help? Christianity, Hinduism, Judaism & Islam	U2.10 Green religion? How and why should religious communities do more to care for the Earth? Christianity, Hinduism, Judaism & Islam
Y6	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Christianity, Hinduism & Islam	U2.7 What matters most to Christians and Humanists? Christianity & a non-religious worldview; Humanists	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christianity & Islam	Worldwide Religions: A showcase	U2.9 What can be done to reduce racism? Can religion help? Christianity, Hinduism, Judaism & Islam	U2.3 What do religions say to us when life gets hard? Christianity, Hinduism & Islam

Our schemes of work outline the knowledge nuggets taught in each topic and are based on the objectives found in the Salford Syllabus. All children have access to knowledge organisers for reference and consolidation of skill information and vocabulary. Our knowledge organisers can be found on the school website: <https://www.stpaulsce.co.uk/year-group-curriculum-overviews/>

6. Impact: Assessment and recording

Assessment

St. Paul's uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. We use a range of tools to assess the impact that R.E. is having at St. Paul's. We ensure that all teaching and learning is leading to outcomes that are of a good standard or better through regular monitoring. During monitoring, we look for progress in learning and the quality of the curriculum. We check children's understanding and what they know and remember through various forms of ongoing assessment. All monitoring will show that our intent is being implemented effectively.

Pupil voice is used to monitor how children are learning and enjoying religious education lessons and to assess the sequential knowledge that they are gaining. This also feeds into the monitoring of teaching standards to ensure that all children are receiving high-quality lessons to allow them to flourish.

Formative assessment

Formative R.E assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. During lessons, teachers will make informal judgements continuously. At the end of the lesson, the teacher assesses the pupil's work and will make a judgement to inform future planning. Feedback (either written or verbal) is given to each child to help guide their progress.

Summative assessment

Summative assessment is completed at the end of an R.E unit, based on the skills and knowledge nuggets found on the schemes of work. This will be completed using teacher assessment. Teachers will use assessment checkpoints throughout the unit and the assessment criteria on the schemes of work to make their judgements.

Further assessment information can be found in the school's assessment policy.

Marking

Children receive regular verbal and written feedback and marking follows the school's marking policy.

Further marking information can be found in the school's marking policy.

Recording

In R.E, pupils will record their learning in the following ways:

- R.E books
- Seesaw

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

7. Enrichment Curriculum & Resources

External speakers, local museums, trips

- › Visitors
- › Trips to places of worship

8. Roles and responsibilities

Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject (using subject leader journal)
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide support, training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught
- › Provide the Headteacher with a summary report in which the strengths and weaknesses of science are evaluated and indicated areas for further development

Classroom teacher

Classroom teachers at our school will:

- › Plan, teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Support their children to complete project book activities

9. Inclusion

At St. Paul's, teachers set high expectations for all pupils in R.E, whatever their ability and individual needs. R.E forms part of the school curriculum policy to provide a broad and balanced education to all children and we acknowledge that learners with additional needs are likely to experience difficulties within their learning which may act as barriers. Through our R.E teaching, we provide learning opportunities that enable all pupils to make good progress by adapting the teaching of R.E to suit the needs of all pupils. We strive hard to meet the needs and will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers carefully consider these adaptations as shown below:

Cognition and Learning	
Barriers	Provision
Ability to demonstrate knowledge through written work.	<ul style="list-style-type: none"> ➤ Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software.
Retention of previous learning in RE as often a large gap between revisiting topics.	<ul style="list-style-type: none"> ➤ Pre- teaching opportunities ➤ Recap of prior learning prior to the topic. ➤ Knowledge organisers outlining key prior knowledge ➤ Visual prompts ➤ Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.
Understanding of more abstract concepts/themes.	
Communication and Interaction	
Barriers	Provision
Learning of subject specific vocabulary.	<ul style="list-style-type: none"> ➤ Topic specific vocabulary supported by artefacts, pictures etc. ➤ Practical learning assists with development of new vocabulary. ➤ Word mats, knowledge organisers, pre-teaching of vocabulary.
Participation in subjects, which are predominantly discussion based.	<ul style="list-style-type: none"> ➤ Scaffolded sentence starters 'I think that...' ➤ Additional thinking time after posing a question before returning. ➤ Emotions fans or cards. ➤ Supporting by reasoning aloud, 'I think that'... ➤ Group / partner work with shared writing.
Physical and Sensory	
Barriers	Provision
Ability to read or to see text sources. Sensory overload/unusual sensory stimuli.	<ul style="list-style-type: none"> ➤ Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper. ➤ Consider how different sources could be used to convey the information - physical resources such as prayer mats, bibles etc. may be of greater interest to the child than photos.
Sensory processing difficulties.	<ul style="list-style-type: none"> ➤ Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children. ➤ Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice.

	<ul style="list-style-type: none"> ➤ Advance preparation of any sensory stimuli. ➤ Consider pupil sensory audits and adaptations.
Social, Emotional and Mental Health	
Barriers	Provision
<p>Anxiety about visits to new places with different expectations.</p> <p>Difficulty discussing topics/concepts that they find uncomfortable.</p> <p>Social appropriateness of discussing topics.</p>	<ul style="list-style-type: none"> ➤ Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect. ➤ Prepare the children with any routines/cultural expectations they may be asked to follow. ➤ Social stories around accepting different beliefs and views. ➤ Clear expectations that no one will be made to share if they are not comfortable. ➤ Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion. ➤ Sentence starters to aid productive discussion/avoid offence. ➤ Bank of appropriate words to discuss topics if this is a concern. ➤ Promote the use of the worry monster if children don't feel able to verbally speak about the topic. Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. ➤ Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

10. Health and Safety

Children at St. Paul's are taught how to use equipment/resources safely and handle artefacts/resources with respect. They are taught how to use materials economically and to clean up after themselves with regard to the needs of other people. Risk assessments and school health and safety procedures should be followed when out of school on trips or when there are visitors in school.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors annually.