

Lowton West Primary School



Religious Education Policy

Policy reviewed by D. Trickett

Date policy reviewed: September 2020

Ratified by Governing Body:

Mr B. Cunliffe (Chair of Governors)

Mrs J. Westhead (Headteacher)

Review date: September 2021

Lowton West Primary School Religious Education Policy



Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.



Religious Education Curriculum Statement

Aiming High Together

Intent

Here, at Lowton West Primary School, we aim to develop children's knowledge and understanding of the major world faiths and explore fundamental questions in life. We want children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE.

Religious Education has a significant role in the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of Religious Education is to engage pupils in an enquiry based approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Implementation

Our Religious Education curriculum is taught in accordance with the locally-agreed syllabus for Wigan Local Education Authority. Each term, every year group will cover specific topics through an enquiry based approach in line with the school's Long Term Plan. Questions such as: What does it mean to belong? What matters to Christians about Easter? What is important in Jewish life and worship? are explored through a range of activities. The curriculum provides opportunities for discussion and debate which engages and interests the children, making the world of religion come alive. Opportunities are taken to positively promote equality and diversity.

Experiences and enrichment opportunities include:

- handling artefacts
- exploring sacred texts
- responding to images, games, stories, art, music and dance
- using imaginative play or drama to express feelings and ideas
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in school events (Harvest Festival, Christmas Carol Service, school performances)
- participating in moments of quiet reflection
- participating in assemblies
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

The skills developed through the teaching of Religious Education include:

- Questioning - asking relevant questions, to challenge and promote higher order thinking

- Investigating - investigating world religions, e.g. Judaism, Islam, Christianity- knowing how to gather information from a variety of resources, artefacts. - developing religious vocabulary e.g. to describe key features.
- Analysing - distinguishing between fact and opinion.
- Reflection - reflecting on feelings, relationships, beliefs.
- Empathy - showing consideration for other peoples' thoughts, experiences and beliefs - developing the ability to show feelings of love, forgiveness and to see the world through other people's view-points.
- Expression - explaining religious views and responding to questions.
- Evaluation - debating issues of religious significance with reference to evidence and argument.

Impact

The children at Lowton West Primary enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Through Religious Education, our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the Religious Education curriculum.
- All pupils understand all elements of Religious Education, as per the locally-agreed curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Religious Education 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. As such, Religious Education is invaluable in an ever changing world.

Legal framework

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19
- This policy has been created with regard to the following DfE guidance:
- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- 'Statutory framework for the Early Years Foundation Stage' (2017)
- 'Development Matters in the EYFS'

Roles and responsibilities

The Religious Education Leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of Religious Education, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in Religious Education.

- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding Religious Education.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Religious Education to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of Religious Education in subsequent years.

Teaching staff will be responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Religious Education, with due regard to the locally-agreed syllabus of the Wigan council.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of Wigan council.
- Liaising with Subject Leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Subject Leader or a member of the Senior Leadership Team.
- Undertaking any training that is necessary in order to effectively teach Religious Education.

Early Years Foundation Stage (EYFS)

- All pupils in the EYFS will be taught Religious Education as an integral part of their personal, social and emotional learning.
- All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- All pupils will reflect on their feelings and experiences.
- Teachers will encourage imaginative play and curiosity in pupils.

Curriculum

- Lowton West Primary School adheres to the locally-agreed syllabus of the Wigan council.
- Religious Education provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving Religious Education learning outcomes.
- The school will make provisions to account for parents' right to withdraw their child from Religious Education lessons.
- All pupils will have a high quality, coherent and progressive experience of Religious Education.
- The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- The school will ensure that Religious Education provisions contribute to the cross-curricular dimensions of the wider curriculum.
- Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

- Pupils will be introduced to issues of crime and punishment, relationships, addiction and dependency, diet and body image.
- Good practice in the teaching of the Religious Education curriculum will include:
- Exploring controversial issues in the modern world.
 - Working with local communities who promote the beliefs taught in lessons.
 - Learning outside the classroom by participating in educational visits
 - Introducing themed days and assemblies which celebrate different beliefs.
 - Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
 - Promoting debate and dialogue of pupils within their local community.

Teaching and learning

- The Religious Education curriculum is delivered once a week for KS1 and KS2.
- Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain.
- Classroom teachers encourage pupils to discuss topics covered in Religious Education, orally with their peers and as a whole class.
- During Religious Education lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
 - Storytelling.
 - Adult-led activities.
 - Child initiated activities.
 - Debating.
 - Dramatic performance.

To improve communication and language in the classroom, teachers will encourage pupils’:

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils. Planning for Religious Education will follow the Local Agreed Syllabus. The Long-term plan shared with class teachers by Subject Leader includes the topics studied in each term during the key stage. Details of work studied each term will follow the agreed syllabus for the teacher to build upon. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the class teachers following the objectives and outcomes detailed in the Local Agreed Syllabus. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons. Medium-term plans will identify the main learning objectives of Religious Education, learning activities and differentiation. This information will be shared with the Subject Leader to ensure there is a visible progression between years.

Assessment

Pupils will be assessed and their progression recorded in line with age related skills and expectations.

Assessment in Religious Education will be undertaken as part of a broader evaluation of pupil progress measured against B Squared resources and National Curriculum assessment criteria.

The Subject Leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

Differentiation

We recognise the fact that in all Religious Education lessons there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Equal Opportunities

We are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. Resources for SEND children and gifted & talented will support and challenge appropriately.

Monitoring and evaluation

The subject leader will monitor teaching and learning in Religious Education at Lowton West ensuring that the content of the Local Agreed Syllabus is covered. The subject leader will conduct pupil interviews to ascertain understanding and enjoyment of Religious Education.

The subject leader will maintain appropriate and current records in the form of subject leader files and reports containing evidence of:

- skills coverage
- work in books
- programmes of study
- data and assessment

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff by the subject leader.