

Endon Hall Primary & Nursery School

'Learning Together and having fun'



Religious Education Policy

Policy in place: Sept 2020

Review date: Sept 2023

	Member of staff responsible	Senior member of staff
Religious Education	Miss Rowley	Miss Salt

Aims

The role of Religious Education (RE) in schools is to help prepare and equip all pupils for life and citizenship in today's diverse society, through fostering in each pupil an increasing level of religious literacy. At Endon Hall we want to grow and foster in pupils an established knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint, we would like them to become open to engaging with the views of others in a diverse world.

We deliver RE in line with the Staffordshire Agreed Syllabus.

Endon Hall believes that the quintessential aims of Religious Education are as follows:

- To develop knowledge and understanding of Christianity and other major world religions.
- To develop an awareness of spiritual and moral issues arising in children's lives.
- To develop respect and sensitivity for all people.
- To be capable of reflecting on their own experiences and having the ability to develop a personal response to the fundamental questions of life.
- To develop an understanding of and reflect upon what it means to belong.
- To develop an understanding of religious traditions and to appreciate the cultural diversity of Britain today.

Legal requirements

The Education Reform Act 2002 sets out the central aims for the school curriculum.

These are:

- To promote the spiritual, moral, cultural, mental and physical development of children at the school and within society.
- To prepare children for the opportunities, responsibilities and experiences of adult life.

Religious Education makes an important contribution to these key aspects of the curriculum. Religious Education is an entitlement for all children, including in the Early Years.

Curriculum organisation

Religious Education will be delivered through a combination of weekly lessons, planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time (averaging one hour per week)
- Cross Curricular learning (where relevant)
- Agency/Visitor input (Assemblies; Local Community links; Visitors from other places of worship)
- Theme weeks
- A structured approach across the school to visiting places of worship and/or experiencing religion/spirituality within the school environment.

Collective Worship

At Endon Hall Primary School, we believe that Collective Worship plays an important role in the life of our school. It is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is often a very busy, active day for our children.

Collective worship provides opportunities for our children's Spiritual, Moral, Social and Cultural development and should:

- Contribute to the spiritual, social, moral and cultural development of each child
- Support the Social and Emotional development of our children through the promotion of our school values
- Give expression to, and reaffirm and practise the values of the school community
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals
- Foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others
- Offer an opportunity for stillness and quiet
- Help children to understand the beliefs and views of others, including those of various religious groups
- Help children to begin to understand the nature and purpose of worship.

Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall, on each day, take part in an act of Collective Worship'. We aim to keep the spirit of this legislation, seeking to provide as many high quality acts of worship as is practically possible. To provide children with variety in their experience of worship, acts of worship may take the form of a whole school act of worship for all children or separate acts of worship for classes and/or individual children.

Inclusion

It is expected that **all** children will be given the opportunity to learn in a creative and encouraging learning environment which is accessible and encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels.

Teaching and learning

Endon Hall delivers the Staffordshire Agreed Syllabus in accordance with legal requirements and will provide adequate time and resources to do so. We ensure that our children have the opportunity to study a wide range of religions. The requirement is that at Key Stage One, schools should focus on Christianity and one other faith. At Key Stage Two and beyond, schools should focus on Christianity and two other faiths. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills, language and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children increasing challenge as they move through the school. See Appendix 1.

Curriculum planning in RE encompasses two phases (long-term and medium-term). The long-term plan maps the progression of RE topics studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term - these are guided by the agreed LA syllabus. This indicates the learning stages within the process of delivering RE and the end of year attainment targets.

** See appendix for end of year group expectations.*

All RE lessons follow a set structure, as suggested in the Staffordshire agreed syllabus. Throughout their time at Endon Hall, children will develop a clear understanding of the required outcomes of a lesson and, as a result of this, the progression in their learning.

The overall objectives are linked to three main aims, enabling children to:

- **Explore religious beliefs, teaching and practises.**
Acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.
- **Engage with fundamental questions.**
Appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience
- **Reflect** on the issues raised by living in a diverse world.
This aim highlights the important role played by religious education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others.

Our Foundation Subject Pedagogy

We believe that the teaching of knowledge gives children the necessary tools to develop a deeper understanding of subjects and concepts. As such, we have ensured that this is rooted in the teaching of the Wider Curriculum. We have a focus on cultural awareness and a commitment to ensuring that children are developing knowledge that will aid them throughout their journey in life.

Lessons are planned **in sequence** so that maximum opportunity is given for children to build on prior knowledge. A **knowledge lesson**, which is presented through reading, video or images, allows the children access to key knowledge. This equips children with the necessary knowledge needed before the sequence of lessons begin.

To help children learn and remember new knowledge, built-in opportunities for recapping and **knowledge retrieval**, including a mixture of '**memory minutes**', 'quizzing', 'application' and effective questioning have been included in the Foundation Subject pedagogy.

An explicit focus on **language and subject-specific vocabulary** has been initiated within the teaching of Foundation Subjects and this is drip fed throughout the sequence of lessons to build on and aid **memory**. Vocabulary links across

subjects have also been made to connect children's thinking and conceptual understanding of the subjects being taught. Our aim here is to increase children's cultural capital, one of our curriculum drivers.

Across teaching, links are made to children's prior learning, their own experiences and their interests. Discovering what they would like to learn and what they already know (using a KWL grid), then using this as a starting point upon which further learning builds, allowing children to develop their knowledge, skills and understanding in as wide a sense as possible. We plan for depth in learning by progressively building knowledge and skills, linking core and foundation subjects (where appropriate), reinforcing and applying basic skills in different contexts and revisiting learning in a timely manner to ensure it has been remembered.

Foundation Stage

In the Early Years Foundation Stage pupils have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. At Endon Hall, we give young children familiarity with the presence of major faiths and a wide religious vocabulary awareness of the diverse nature of the world around us. They begin their journey of cultural appreciation through topics of celebrations as part of the Knowledge and Understanding of the World strand of the Early Years Foundation Stage curriculum.

Assessment

Assessment is used across the curriculum to ascertain what has been learnt (remembered), to inform planning and to facilitate differentiation. The assessment of children's learning in the core subjects is ongoing, to inform next steps and ensure progress is being made. Children are assessed formatively and summatively in the foundation subjects and subject leaders are expected to know and understand the attainment of children in relation to the National Curriculum. Feedback is given to children to support acknowledgement of strengths and next steps. The subject lead will mark work against the learning objective to gain an overall picture of how each child has performed. Books in all of the non-core subjects are marked using the one tick and two tick method. Children are then asked to reflect on their own learning during the session using a face system. A smiley face means that they are happy that they have achieved the objective and a sad face means that they are in need of support in the next session.

Endon Hall make use of the Staffordshire levels to give a 'best fit' assessment of each child at the end of the year, these are closely linked with planning outcomes and the three curriculum aims of; explore, engage and reflect. This sets out the expected level of attainment for children at the end of each year group.

At the end of every term the teacher makes a summary judgement about the work of each child in relation to the end of year expectations. This is closely linked to Endon Hall's Assessment Policy where judgements 'emerging, expected and exceeding' are used. The assessment is recorded through an electronic assessment system and is monitored and reviewed by the Wider Curriculum Lead, termly.

** See appendix for end of year group expectations.*

Resources

Resources which support the delivery of RE will be up to date, relevant to children and presented in ways that are consistent with the fundamental aims, values and teaching approaches of RE. Overall responsibility for RE resources is held by the RE subject leader, who also ensures (via the Visitors & Guests in School Policy), that resources to be used by visitors have been approved. In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Monitoring and Evaluation

Ongoing evaluation and monitoring of curriculum delivery is undertaken by the Headteacher and Senior Leadership Team. Monitoring takes place in accordance with the school's formal and informal monitoring cycle and includes lesson observations (formal and informal), book scrutinies, data analysis, external assurance, scrutiny from the Governing Board, consultation with staff, children, parents/carers, and external agencies.

External Agencies

The school's Visitors & Guest Policy will be followed in order to ensure that the role played by external visitors is effective. External contributions to the RE programme will vary and may include:

- Visits to places of Worship
- Charity links/work
- Visits to the school from members of a variety of religious groups

Right to Withdraw

Parents/carers retain the right to withdraw their child/ren from Religious Education [Section 386 Education Act 1996]. Parents/carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. All requests to withdraw children from RE lessons must be made in writing. If parents/carers have requested for their child/ren to be withdrawn, alternative arrangements are made and children are placed in a different class (as close to their own year group as possible) during that session.

Religious Education Policy

- Appendix 1 –

	Exceeding
	Emerging
	Expected

BY THE END OF RECEPTION

-  Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.
-  Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.
-  Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.

BY THE END OF YEAR 1

-  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
-  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.
-  Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

BY THE END OF YEAR 2

-  Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
-  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
-  Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.

BY THE END OF YEAR 3

-  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
-  Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
-  Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.

BY THE END OF YEAR 4



Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.



Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.



They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.

BY THE END OF YEAR 5



Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.



Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.



Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

BY THE END OF YEAR 6



Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.



Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.



Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.