

Horton Park Primary School



Horton Park Primary
We Learn to Succeed

RE Policy

RE Policy

Mission Statement: We learn to succeed

RE is an exciting and stimulating subject that enables pupils to bring their own experiences of life, to explore their identity and to develop an understanding of others. RE also makes a significant contribution to spiritual, moral, social and cultural development and to community cohesion. By providing the space for discussion of challenging moral and philosophical issues it can play a part in the prevention of extremism. Therefore, this policy aims to support teachers in helping children and young people to explore the commonalities and differences between and within faiths and other worldviews as well as developing an understanding of their own beliefs and those of others.

(Bradford Agreed Syllabus for Religious Education 2016 – 2020)

Intent:

Through the Bradford agreed syllabus 2016-2020, the intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Through quality-first teaching, they will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

The Bradford agreed syllabus aims to ensure that all pupils;

- 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 sources of authority and wisdom found in religions and worldviews;
- Appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;

- Explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Appreciate and evaluate varied dimensions of religion or a worldview;
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- Investigate how different individuals and communities 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.

What do we mean by RE?

RE is a means of posing 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.

In RE, pupils learn about and from religions and worldviews in local, national and global contexts to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. RE enables pupils to understand and explain the human values which are shared between religious and other worldviews

Why do we think RE is important?

We believe that RE has intrinsic academic value, developing pupils' knowledge and understanding of the religions and beliefs which form part of contemporary society. While recognising and maintaining the distinctiveness of RE as a subject, it can also make significant contributions to other parts of the school curriculum. It provides a major contribution to our pupils spiritual, moral, social and cultural development (SMSC) as well as personal development and citizenship. RE enables pupils to understand their place in a diverse society where people have differing ways of seeing and appreciating the world. Through exploration of their own beliefs and values and study of those of others, pupils learn respect for a range of religious and cultural views and are therefore able to play an active role in developing a cohesive and compassionate society. This is set within a whole-school ethos of thinking critically and developing a growth mind set; allowing our learners to explore concepts in greater depth across the curriculum.

Breadth of Study

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities to:

- know about and understand a range of religions and worldviews;
- express ideas and insights about the nature, significance and impact of religions and worldviews;

- develop and use the skills needed to engage with religions and worldviews;
- describe, explain and analyse religious concepts through structured investigation, reflection and response
- understand and appreciate the nature (what it is), significance (why it is important) and impact (what difference it makes) of religious and non-religious beliefs and worldviews.

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply RE across all subject areas.

Teachers planning and organisation

Each class teacher is responsible for the teaching and learning of RE in their class / year group in consultation with and with guidance from the RE subject lead. All planning follows the Bradford Agreed Syllabus for Religious Education 2016-2020 from Year 1 – Year 6.

The approach to the teaching of RE within the school is based on three key principles:

- A unit of RE is taught every term;
- A clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- An emphasis on exploration of 'deep questions' which will enable pupils to develop skills of enquiry and critical thinking.

Each class organises the equivalent of one hour of RE per week (block-taught or weekly). This may be through subject-specific lessons or the time may be used flexibly to enable deeper or cross-curricular work. All curriculum models must ensure that there is continuity, coherence and progression within and across school years.

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term Planning

Lessons are planned using the Medium Term format which can be adapted by the class teacher. RE is planned as a unit of work and is collected and monitored by the RE subject leader termly.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Inclusion

RE lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans may address targets. These targets may be worked upon within the lesson.

Within the RE lesson, teachers must not only provide differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are high achievers in RE. It is vital that all children are challenged at a level appropriate to their ability.

Greater Depth / More Able

More Able

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the curriculum requires that all pupils:

- Someone consistently displaying exceptional levels of empathy and engagement;
- Someone who has the ability to think philosophically and theologically about a range of topics.
- Someone who shows excellent understanding of beliefs and can also apply them to situations and who is positive about the differences around the world.
- Someone who shows consistently well supported, insightful comments; a mature comprehension of a range of sources including those that are challenging; who has an ability to apply and evaluate within a range of contemporary situations.

Developing mastery with greater depth is characterised by pupils' ability to:

- Someone whose attainment is significantly and consistently above average;
- Someone who is able to independently explore beliefs, practice and teachings and consider their impacts, influences.

Equal opportunities

Horton Park is committed to equality of opportunity. All children will be provided with a progressive, stimulating RE curriculum irrespective of belief, gender, ethnicity, socio-economic background or special educational needs as in line with the school's equal opportunities policy.

Pupils' record of work

Children are taught a variety of methods for recording their work in RE including: writing, drawing, tables, labelled diagrams, classification diagrams and through the use of subject-specific language. All children are encouraged to work tidily and neatly when recording their work. When drawing charts, graphs or lines, children should be encouraged to use a pencil and ruler at all times.

EYFS record informally within the setting. For example:

- On the playground
- On whiteboards
- Using jigsaws

- Physically ordering numbers

Staff in Foundation use photos to ensure records of each child's achievements are maintained.

Marking

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children are encouraged to provide a 'Top Tip' or peer-evaluate after the completion of work if this is appropriate.

Pupil Achievement and Feedback

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded on Classroom Monitor termly.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during termly monitoring conducted by the RE lead.

Long term

RE assessment will be monitored termly and end of year data will be required on classroom monitor to provide the learners with an age related expectation by the end of the year.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the RE subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the Bradford Agreed Syllabus for RE and evaluating appropriateness. Also through formal and informal classroom observations.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.

4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource RE throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

- Enjoy RE and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Reflect on life's moral questions
- Work in a range of contexts
- Use subject-specific vocabulary with confidence.
- Use their knowledge to ask questions, observe, record findings, investigate and present findings.

Parents will:

- Be encouraged to develop positive attitudes to RE and actively support their children when project homework is given linked to RE
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body yearly. Subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.