



RELIGIOUS EDUCATION POLICY

RATIONALE

Religious Education has a significant role for 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 RE is to engage pupils in an enquiry 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.

We aim to achieve this through opportunities to learn about and explore Christianity, Islam, Judaism, Hinduism, and Humanist views. Whenever possible we will try to visit places of worship being studied. The beliefs of other religions will be addressed as and when occasions arise.

AIMS AND OBJECTIVES

- Provide opportunities in which a sense of awe and wonder may be stimulated as a religious interpretation considered.
- Achieve Religious Literacy by maintaining a balance between the 4 main world religions as well as non-religious worldviews.
- To promote pupils spiritual, moral, social, and cultural development.
- Development of spiritual values.
- Preparation for adult life.
- Develop religious literacy and tolerance towards the beliefs of others.
- Be able to express knowledge and understanding of a story or event through different means of expression such as art, drama, and dance.
- To develop pupils' curiosity through encouraging questioning.
- To develop pupils' enquiry skills using primary and secondary source exploration.

APPROACHES TO TEACHING AND LEARNING

RE teaching focuses on enabling children to understand the world around them and helps children to develop their enquiry skills. R.E. is taught through our key concepts (believing, living and expressing) which are discussed at the start of each lesson. Whenever possible we provide children with first-hand experiences and use a range of resources to ensure children are actively engaged in their learning. Big questions will be progressive to allow children to build on prior learning, revisiting each of the main religions and non-religious worldviews in different ways. This will allow the children to develop their ability to compare and contrast beliefs.

RE work should be enquiry based and children should have access to a range of resources and be provided with learning experiences in and outside of the classroom, including visits to a range of places of worship throughout KS1 and KS2. Through the use of knowledge organisers and working walls, we support the children to revisit and review prior learning, whilst also making connections with their new learning.

RE will be taught bi-weekly as part of our foundation subject rotation timetable.

PLANNING

RE planning is shown through a whole school curriculum map as well as medium term planning for each unit of work.

The long-term plan maps the RE topics studied during each Key Stage. We teach the knowledge, skills and understanding set out in the 2021 Sefton Agreed Syllabus for RE, which has been used and adapted to reflect the religions within our school community.

Planning will ensure that, in addition to the requirements of the Sefton Agreed Syllabus, there are frequent and regular opportunities to enhance learning through RHE teaching and learning, whole school experiences, and assemblies.

FOUNDATION STAGE

We teach History in Reception as an integral part of the Understanding the World concepts covered during the year. As outlined in the EYFS Framework of 2021, the specific area of Understanding the World includes three ELG's. To meet the ELG of 'People, Culture and Communities', children will develop an understanding of religious communities and celebrations through stories, art and music. In Reception, the religions of Christianity and Islam will be introduced to the children, and they will use their experiences and storytelling to discover some similarities and differences between these religions in their community and different parts of the world.

STAFF ROLES & RESPONSIBILITIES

Class teachers are responsible for planning the RE units being taught and should have clear objectives for each session being taught. Teachers should use the Foundation Topic planning format and should evaluate each taught session to inform future planning.

RESOURCES

General RE resources are stored in the RE cupboard and can be easily accessed by all staff. In the case that a topic will be covered in a specific year group it may be decided that the resources will be stored in that year group. Resources should be used within RE lessons as often as possible.

ROLE OF PARENTS

At Norwood we encourage the use of visitors to develop learning within RE. We have found using parents and local people to be an invaluable resource for bringing the subject to life. They are welcomed into our school to share anecdotes, experiences, and possessions. We also have links with local high schools, using their expertise and resources to enhance the RE curriculum within Norwood.

ASSESSMENT AND RECORDING

The class teacher will assess children's work in RE by making informal judgements through observations during each RE lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Teachers to mark RE work in accordance with the Marking, Feedback and Presentation Policy. ~~Teachers to gather~~ ~~Teachers to gather~~ evidence of a child's understanding using written recording where appropriate but also through discussion, questioning, drama and any other techniques that can show a child's understanding.

S.E.N

We ensure that all children have access to the RE curriculum whatever their ability. Classroom activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of RE, we enable all pupils to make progress. Through our RE teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an Additional Language. The use of enquiry through primary and secondary sources, videos and art will provide pupils with additional needs practical and visual learning opportunities to support their understanding. Opportunities to use ICT to support teaching and learning in RE will be planned for and used as appropriate.

TIME ALLOCATION

The present National Curriculum suggests that this subject should be allocated 12 hours per term for KS1 and 15 hours per term in KS2. In order to achieve this, alongside our bi-weekly RE lessons, assemblies, when appropriate, will mark the celebrations of religious festivals throughout the year and as a school, we will take part in two RE mornings per year.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the Humanities subject leader team. The work of the Humanities subject leader team also involves supporting colleagues in the teaching of RE and ensuring staff are aware of current initiatives and approaches. The Humanities subject leader team will attend relevant training courses.

The Humanities subject leader team has specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to always consider their own safety and the safety of others. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.

