



*'Working and growing together'*

## RE Policy

Date	Review Date	Coordinator
August 2020	August 2021	Sarah Jones

### Introduction

At Fitzwilliam Primary School, Religious Education enables our children to ask and answer 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. They will gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence and learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. 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. 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.

## RE Curriculum Intent, Implementation and Impact Overview

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. 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.

School has identified key intentions that drive our RE curriculum. At Fitzwilliam Primary School our RE curriculum intentions are:

Intent	Research link	Implementation	Impact
<p><b>1. To build a curriculum subject which develops learning and results in the acquisition of knowledge and the pedagogy of RE.</b></p> <p>To design a curriculum subject with appropriate subject knowledge, skills</p>	<p><b>Wakefield Agreed Syllabus research indicates</b> that pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an</p>	<p><b>Scheme of work:</b> School follows the Programme of Study for RE as suggested in the Wakefield Agreed Syllabus and has a scheme of work that reflects this for each Key Stage. During each Key Stage pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus,</p>	<p>Children will make at least good progress from their last point of statutory assessment or from their starting point in Nursery.</p> <p><b>This will be measured by the:</b></p>

<p>and understanding as set out in the Wakefield Agreed Syllabus so that children can reach and exceed their potential to learn more, understand more and remember more. To ensure that all staff and pupils have a secure understanding of the pedagogy of RE to ensure that gaps in knowledge are diminishing.</p>	<p>extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p><b>School :</b> children evidence a positive approach and engagement towards the Religious Education units of work.</p>	<p>Jewish, Sikh and Humanist people through three key questions: <b>Believing, Expressing and Living.</b> Each unit of work identifies prior learning and shows how this is built upon. <b>Termly Curriculum Learning Overview for RE:</b> <b>This includes the:</b> POS from the Wakefield Agreed Syllabus, the key vocabulary to be learnt, the key questions/knowledge to be explained and the key knowledge/facts to be recalled from the teaching and learning that has taken place. <b>Teaching:</b> RE is taught in a block unit within a term to allow suitable links to be made to specific religious festivals taking place. <b>Resources:</b> Children gain a deeper understanding of the religion studied through the use of high quality digital resources/artefacts. (Children will not handle artefacts this year due to COVID 19 restrictions).</p>	<ul style="list-style-type: none"> <li>• knowledge retained shown through pupil discussion, using the planning/progression overview.</li> <li>• Progress from a child's starting point or from the last point of statutory assessment.</li> <li>• Attainment at each point of statutory assessment.</li> <li>• increase in staff knowledge of all religions.</li> </ul>
<p><b>2. To build a curriculum subject which ensures children recognise and celebrate cultural diversity.</b> To design a curriculum subject which results in children understanding what it means to be a British Citizen or, someone from another country who lives in Britain. To develop an awareness and tolerance of living in a multi-cultural society and being mutually respectful towards the beliefs of others.</p>	<p><b>Wakefield Agreed Syllabus research indicates</b> that from September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British Values, and excellent teaching of RE can enable pupils to learn to think for themselves about them. <b>School:</b> children evidence an understanding of the diverse cultural beliefs around them in school, and the implementation of British values in the work they produce and the environment created around them.</p>	<p><b>Planning and Teaching:</b> The following skills are used, in order to strengthen the skills and deepen the understanding and knowledge taught: <b>Investigating, Reflecting, Expressing, Interpreting, Empathising.</b> Attitudes fundamental to RE: <b>Curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry.</b> These work alongside the SMSC links and British Values implemented within school as a whole. <b>Staff provided with planning document to provide opportunities for all of the above, which is to be used in conjunction with the planning overview.</b> <b>Assemblies: Whole school and Class.(These will take place virtually).</b> <b>Visits and Visitors:</b> Community walks to our local church. Religious Leaders/Community members from a all religions. (These may not take place in person this year due to COVID 19 restrictions). <b>Pupil Discussion:</b> Children can discuss and compare the lives of people they have studied from a variety of different religions.</p>	<p>Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <ul style="list-style-type: none"> <li>• Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.</li> </ul>



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## **Planning, Teaching and Learning of RE**

### **The Planning of RE**

RE is planned by the subject leader for all year groups to ensure accurate coverage of the programmes of study, key vocabulary and facts/knowledge that all pupils are required to know in the Termly Curriculum Planning Overview Document. Through the implementation of this document by teachers, children will be expected to know more, understand more and remember more.

### **The Teaching of RE**

RE is taught in either termly blocks or weekly over a half term. We use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning. At Fitzwilliam Primary School, children are informed/taught about a variety of religious festivals/specific days of focus e.g. World Kindness Day or Human Rights Day that take place throughout the year to demonstrate how people with different religious beliefs and views live and worship alongside each other.

### **Teaching RE within the curriculum.**

*"RE is a necessary part of a 'broad and balanced curriculum."  
(Wakefield Agreed Syllabus, 2018)*

We have developed a bespoke RE curriculum, which meets the current needs of children at Fitzwilliam. Through whole class teaching, children will learn about and from Christianity, Islam, Hinduism, Judaism and Sikhism through three key strands: BELIEVING, EXPRESSING and LIVING.

BELIEVING- Religious beliefs, teachings, sources, questions about meaning, purpose and truth.

EXPRESSING- Religious and spiritual forms of expression, questions about identity and diversity of God/Prayer/Festivals.

LIVING- Religious practices and ways of living, questions about values and commitments.

In developing this curriculum, we have utilised components of published RE materials including the AGREED SYLLABUS 2018-2023, RE TODAY and NATRE resources to create the RE scheme of work, which also identifies links to British Values, Cultural Capital, SMSC and the school's six key skills. This can be found on the school website.

### **The teaching sequence in RE**

Every year group's units of work must include:

- The Big Picture, what they will be learning and what they have been taught in previous year groups, to show how this builds upon their previous learning.
- A daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies.



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- Opportunities for discussion/debate, showing they are learning from religion and making SMSC connections.
- Realistic and relevant information.
- Specific key vocabulary and its meaning.
- Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.
- Opportunities for mindfulness, positive mental health and well being.
- Individual reflection/thoughtfulness on the learning.

In order for pupils to know more, remember more and do more in regards to RE, these aspects must be evident in the implementation of the RE curriculum throughout school.

#### Pedagogical Approaches to RE

<b>Behaviourism</b>	<b>Direct teacher instruction; modelling of skills and techniques; demonstration.</b>
<b>Constructivism</b>	<b>Inquiry-based learning.</b>
<b>Social Constructivism</b>	<b>Teacher modelling; questioning; mix of individual, paired and group instruction.</b>
<b>Liberationism</b>	<b>Pupil-led learning; opportunities.</b>
<b>Learning, working and talking about RE with confidence</b>	<b>Being introduced to the key vocabulary relating to RE so that all children can express their understanding, views and opinions confidently.</b>

#### Time Allocation

RE is a core subject of the curriculum for all pupils. In order to deliver the aims and expected standards of the syllabus effectively, 36 hours of RE will be provided for Foundation Stage and Key Stage 1 and 45 hours of RE for Key Stage 2. RE will be taught in weekly blocks every term.



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### **Legal Requirement**

RE must be provided for all registered pupils in state funded schools in England, unless withdrawn by their parents. This requirement does not apply for children below compulsory school age. A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus conference for adoption by a local authority. Religious Education is compulsory in faith and non-faith academies, as set out in their funding agreements and we will follow the Agreed Syllabus for Wakefield 2018-2023.

### **Right of withdrawal**

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now- open, broad, exploring a range of religious and non-religious world views. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is our school's aim to ensure that the aims and values of RE are understood before honouring this right.

### **Equal Opportunities**

RE follows the schools Equality Policy.

### **SEND Provision**

#### **Reasonable adjustments in Religious Education:**

As a curriculum leader in RE, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Religious Education curriculum. Within the curriculum area of RE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Responsibilities**

The RE Co-ordinator is responsible for:

- Monitoring the teaching and learning of RE and to ensure that children know more, understand more and remember more about each religion taught.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.



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