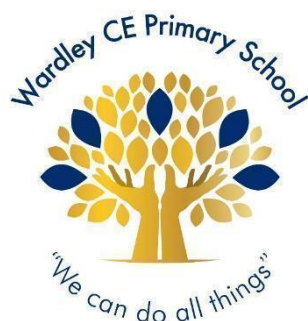


Wardley CE Primary School RE Policy



Name of Reviewer	Michelle Mackay
Date of Approval of Governing Body	September 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we aim to foster the holistic growth of children, helping them become well-rounded individuals who understand and appreciate diversity, demonstrate empathy, and reflect on their own beliefs and values.

Spiritual Development:

1. Exploration of Beliefs: Our religious education curriculum encourages children to explore different religious and philosophical beliefs, fostering an understanding of the diversity of human spirituality.
2. Reflection and Self-Discovery: Children are provided with opportunities for personal reflection, enabling them to contemplate their own beliefs and values and develop a sense of inner peace and purpose.
3. Appreciation of Nature and the World: Through religious education, children will be encouraged to connect with nature and appreciate the beauty and wonder of the world around them.
4. Respect for Others: We aim to promote empathy and respect for others' beliefs, encouraging children to appreciate and learn from the perspectives of their peers and wider communities.

Moral Development:

1. Ethical Decision Making: Religious education will help children develop the skills to make ethical decisions and understand the consequences of their actions on themselves and others.
2. Promoting Compassion and Kindness: We will encourage children to show compassion, kindness, and empathy towards others, drawing inspiration from religious and moral teachings.
3. Understanding Right and Wrong: Our curriculum will explore concepts of right and wrong, justice, and fairness, helping children to develop a strong moral compass.
4. Cultivating a Sense of Responsibility: Through religious education, children will be encouraged to take responsibility for their actions, fostering a sense of accountability in their behaviour.

Social Development:

1. Respect for Diversity: Our religious education program will celebrate diversity, teaching children to respect and embrace different cultures, faiths, and beliefs.
2. Promotion of Inclusivity: We will create an inclusive and welcoming environment where every child feels valued and respected, regardless of their background or beliefs.
3. Encouraging Collaboration and Teamwork: Children will be given opportunities to work collaboratively, promoting teamwork, communication, and cooperation.
4. Building Relationships: Religious education will foster positive relationships, enabling children to engage in constructive dialogue with their peers and adults.

Cultural Development:

1. Cultural Awareness: Our curriculum will expose children to various religious and cultural traditions, encouraging them to appreciate the richness of human heritage.
2. Promotion of Tolerance: Children will learn to be open-minded and tolerant, rejecting prejudice and stereotypes, and celebrating cultural differences.
3. Community Engagement: We will encourage children to engage with their local communities, promoting an understanding of different cultures and religious practices.
4. Preservation of Cultural Heritage: Children will be taught to value and preserve cultural heritage, fostering a sense of pride in their own cultural backgrounds and those of others.

Through this holistic approach to spiritual, moral, social, and cultural development in religious education, our primary school aims to nurture compassionate, responsible, and well-informed individuals who positively contribute to society and embrace diversity with open hearts and minds.

Intent

What is RE?

Religious education is where we learn about different religions like Christianity, Islam, Judaism, and Hinduism. We learn about what people believe, what practices they follow and how they worship, how they show their beliefs and why their religion is important to them.

One of the reasons we learn about different religions is to help us understand and respect different people, cultures, and beliefs. Learning about religion can help us get along with people who may have different ideas from us. It can help us ask good questions and find out more about the world around us.

Another reason we learn about religion is that it can help us explore big questions in life. Questions like "What is the meaning of life?" and "How should we treat other people?" can be answered differently depending on a person's religion. By learning about different religions, we can better understand how different people answer these big questions.

The reason our curriculum is ambitious is that we want to help children learn as much as possible about the different religions in an interesting, engaging and respectful manner. This can help children become open-minded, tolerant, and respectful to others. We believe that by learning about different religions, children can become better citizens of the world, who value diversity and always seek to understand the people around them.

Our investigation of Key Questions implement the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

As a Church of England School Religious Education (RE) is central to the understanding of education and mission that we have at Wardley.

The aim of RE at Wardley is:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of religious faith as the search for and expression of truth.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

All primary schools need to “raise the status of RE” (Ofsted) and provide an RE curriculum which promotes respect and empathy. At Wardley RE is considered to be a vital part of a child's education because it allows young people to develop their beliefs and values. It helps children understand the place of religion and belief in the world. The teaching of RE is also important because it contributes educationally to the spiritual, moral, social and cultural development of all pupils. In studying RE at Wardley children will develop:

- Think critically and explore ultimate questions.
- Reflect critically on the truth claims of Christian belief.
- Develop the skills to analyse, interpret and apply the Bible text.
- Recognise that faith is a particular way of responding to God and the world.
- Analyse and explain the varied nature and traditions of the Christian community.
- Make a well informed response to Christianity.
- Respect those of all faiths in their search for God.
- Reflect critically on areas of shared belief and practice between different faiths.
- Enrich and expand their understanding of truth.
- Reflect critically and express their views on the human quest and destiny

Implementation

Implementation is the way that the intended curriculum is taught and assessed. The RE topics and skills that are taught in each year group are set out in the RE teaching cycle document and the Curriculum Design Statement.

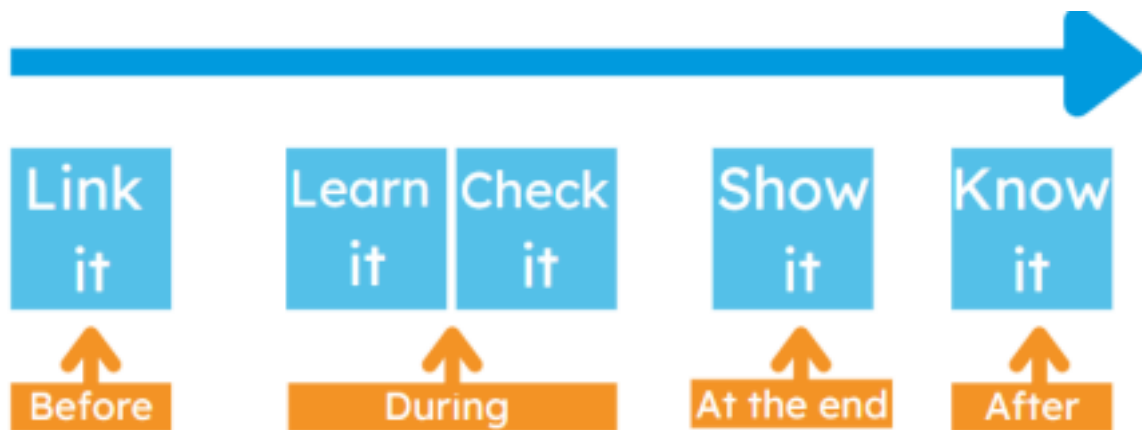
As a school we use the 'Salford Agreed Syllabus of Religious Education' to deliver our RE. Christianity is the majority study in this syllabus and is studied in every year group. We also use 'Understanding Christianity' to supplement and support a coherent understanding of Christian beliefs and practices. This enables pupils to develop their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. In addition, from EYFS through to Year 6, our children are also taught about a variety of world religions. These include Buddhism, Islam, Hinduism, Judaism and Sikhism. In addition, non-religious worldviews are explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs. We have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices.

To this end over the course of the academic year, each year group in Early Years, Key Stage One and Key Stage Two covers a range of the religions. Within this, they study a particular topic, theme or festival associated with that religion. Throughout both Key Stages children are given the opportunity to not only learn about the individual religions but are encouraged to discuss and think about their similarities and differences with other religions at the same time.

Across the whole school, there are five key threshold concepts that the children will keep returning to in their religious education work. The children are assessed by the teacher during each unit against the age related expectations for these key threshold concepts. They are:

- To understand beliefs and teachings
- To understand practices and lifestyles
- To understand how beliefs are conveyed
- To reflect
- To understand values

At Wardley CE Primary School we place five pedagogical principles at the heart of our religious education curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to 'remember more and know more'.



Link It: At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

Learn It: This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

Check It: Throughout the ‘Learn It’ phase, teacher’s plan ‘Check It’ opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils’ knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children’s understanding will be checked by the teacher through a range of ‘Check It’ tasks.

Show it: At the end of a sequence of learning, we use ‘show it’ which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the ‘line of enquiry’ that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

Know It: At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

Links to the Wider Curriculum

At Wardley CE Primary School RE is taught through a blocked curriculum approach and we teach Religious Education discreetly. We try to link RE to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made. By linking RE to the wider curriculum we can help create a more interconnected and enriching learning experience for pupils, fostering an atmosphere of understanding, tolerance, and cultural awareness and providing pupils with a holistic and inclusive educational experience.

Here are some ways in which RE can be integrated with other subjects:

History and Geography:

Religious Education often involves the study of different religions, their origins, historical development, and geographical spread. This provides an opportunity to connect with history and geography lessons. For example, learning about the ancient civilizations where major religions originated, studying pilgrimage sites, or understanding the spread of religions across different regions.

Literacy and Language:

RE can incorporate reading, writing, and comprehension exercises related to religious texts, stories, and moral teachings. It can also involve discussions and debates on ethical issues, fostering critical thinking and communication skills.

Art and Music:

Exploring religious art, architecture, and music from various cultures can be an exciting way to combine RE with creative subjects. Pupils can learn about religious symbols, create art inspired by religious stories, or even sing hymns or devotional songs.

Science:

While religious education focuses on faith and belief systems, it can also present opportunities for discussions about the relationship between science and religion. This can help students understand that science and faith can coexist harmoniously for many individuals.

Personal, Social, Health, and Economic (PSHE) Education:

RE can contribute to PSHE lessons by promoting empathy, respect for diversity, and understanding different beliefs, contributing to pupils' personal and social development. It can also encourage discussions on values, tolerance, and understanding, promoting good citizenship.

It is crucial to approach Religious Education with sensitivity, ensuring that it respects the beliefs and values of all students and their families. Linking RE to the wider curriculum can help create a more interconnected and enriching learning experience for students, fostering an atmosphere of understanding, tolerance, and cultural awareness.

Religious Education in the EYFS

Religious Education (RE) in EYFS is approached in a developmentally appropriate manner, focusing on building a foundation of understanding and respect for different beliefs and cultures.

Here's how RE can link to the EYFS curriculum:

Understanding Diversity:

EYFS emphasises understanding and celebrating diversity. RE can introduce children to different religious festivals, traditions, and customs from around the world. This exposure helps young learners appreciate the richness of different cultures and beliefs, promoting acceptance and respect for others.

Personal, Social, and Emotional Development (PSED):

RE in EYFS can help children explore their feelings and emotions and understand those of others. It can encourage discussions about values such as kindness, sharing, and empathy, which are often present in religious teachings.

Communication and Language Development:

RE provides opportunities for children to develop their language skills by engaging in discussions about religious stories, symbols, and celebrations. Storytelling from different religious traditions can foster listening and communication skills.

Physical Development:

Religious celebrations often involve physical activities, dances, or gestures. Exploring these aspects can contribute to children's physical development and coordination.

Understanding the World:

This area of learning aligns closely with RE as it encourages children to explore the world around them, including different beliefs, cultures, and places of worship. It can involve visits to local places of worship or inviting members of different religious communities to share their experiences.

Expressive Arts and Design:

RE can inspire creativity by introducing children to religious art, music, and symbols. Art and craft activities related to religious festivals and traditions can encourage self-expression and imagination.

Play-Based Learning:

EYFS heavily relies on play-based learning. RE can be incorporated into play activities, such as role-playing different cultural celebrations or making religious-themed crafts.

Religious Education in EYFS is sensitive to children's backgrounds and beliefs, and parents' input should be considered when planning activities related to religious and cultural topics. Creating a nurturing and inclusive environment that acknowledges and respects the diverse religious and cultural identities of children and their families is crucial during this early stage of education.

Impact

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think theologically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

Role of the subject leader.

The Religious Education subject leader at Wardley CE Primary School is Michelle MacKay.

Their role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.

- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

Religious Education and links to home.

Linking religious education to pupils' homes is essential for creating a meaningful and inclusive learning experience.

Here are some of the strategies we use to achieve this:

Cultural and Religious Celebrations:

Acknowledge and celebrate important religious festivals and holidays that are relevant to the pupils and their families. Teachers can involve parents in planning and organising special activities or events related to these celebrations, allowing families to share their traditions and customs with the class.

Parental Involvement:

Encourage parents to share their religious beliefs and practices with the class through presentations, stories, or demonstrations. This can be done during "show and tell" sessions or as guest speakers during appropriate lessons. This can be accompanied by cultural food tasting or other activities.

Half-termly Homework Projects:

Projects can be assigned that encourage pupils to explore and learn about their own religious or cultural backgrounds. For example, they can create a family tree to understand their ancestry or present a short report on their family's religious practices.

Family Interviews:

Encourage pupils to interview their family members about their religious beliefs, customs, and any cultural practices they follow. These interviews can be shared in class, fostering a deeper understanding of diverse perspectives.

Open Communication:

Establish open communication channels with parents to understand their perspectives on religious education and how it can be made more relevant to their children's lives. Consider their feedback when planning lessons and activities.

By incorporating pupils' home experiences into religious education, we create a more inclusive and engaging learning environment. It helps students feel a stronger connection to the subject matter and fosters an appreciation for diversity and cultural richness among the entire class.

Inclusion

At Wardley CE Primary School all children have access to Religious Education lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in Religious Education we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

