Religious Education Policy

Senacre Wood Primary School

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Senacre Wood Primary School RE Policy

INTRODUCTION

The National Curriculum states that:

The RE primary syllabus in primary schools is dictated by Kent SACRE (Standing Advisory Council for Religious Education). The scheme that Senacre- Wood follow is RE Today. This scheme meets the New Agreed Syllabus for RE 22-27 expectations as set out in the Kent locally agreed syllabus as detailed by Kent SACRE.

We Senacre Wood Primary school, we believe that the children are offered an RE curriculum that is rich in knowledge and exposes them to the different faiths, cultures in the UK as well as around the world. This allows them to grow to be more accepting and aware of other communities and religions.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

Come from a rich diversity of ethnic, cultural, religious and linguistic backgrounds where they thrive on being equipped with the knowledge of others to ensure equality and mutual respect is respected. Through the study of religious education, pupils' understanding of multicultural and multifaith societies that we live in today is promoted. Sensitivity surrounding the differences of faith, culture and practice within our school leads to an environment of tolerance and acceptance to others and goodwill.

At Senacre Wood Primary School, we believe that the children should be encouraged to develop their understanding of the importance of creating an inclusive community that works in harmony. We work with the children to develop a sense of community and belonging that engages both attitudes and understanding:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong

To create this community at Senacre Wood Primary School, we refer to the 'Key Principles of RE' as stated by Kent Syllabus. This is broken down into manageable and memorable learning goals, referred to in each RE lesson and reinforced by working walls and our big books.

- ✓ We ask careful questions
- ✓ We appreciate others and work hard to understand
- ✓ We develop our own personal views

In wider areas of the curriculum, students refer to the school values across all areas of their learning. The values (curiosity, independence, innovation, reflection, resilience, collaboration) are implemented alongside / intertwined with the objectives listed above. The overarching purpose of these goals, is for children to:

- Develop a willingness to ask questions and explore their curiosity.
- Respect and value the views and opinions of other children's faith's and non-faiths.
- Respect the right of others to hold their own religious views or non-religious views without ridicule or embarrassment.
- Recognise that everyone is unique and has something to offer to R.E.

- Appreciate the impact that beliefs, values and traditions have on lifestyle.
- Have time to reflect and appreciate all of the above.

RE makes a key contribution supporting schools to promote 'British Values' and to prepare pupils for life in modern Britain. British Values across all subject areas , are recorded via Grid Maker.

IMPLEMENTATION

PLANNING

At Senacre Wood Primary School, we follow a scheme call RE today. This scheme has been approved by SACRE (Standing Advisory Council on Religious Education). Teachers are given a broad guidance on the teaching of the major religions as covered in the school's long term plan.

The planning of lessons are carefully thought out according to the 'RE Today' scheme, which makes contributions to the children's spiritual, moral, social and cultural development. This is planned in conjunction to opportunities to implement key principle objectives as stated in the intent section above. RE is usually taught as an enquiry unit. This investigation format implements the principal aim of RE, which engages pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert: it is an academic discipline with levels of achievements, substantive and disciplinary (equivalent) forms of knowledge.

An overview of the areas of study through which pupils will be working can be found in Appendix A.

At Senacre Wood Primary School, we follow the recommended guidance that each child has access to RE for 5% or more of their learning time. This equates to about 7.5 hours a term and can include collective worship time.

LESSONS AND ENVIRONMENT

At Senacre Wood Primary School, the subject expectations for RE, is that evidence of the children's learning is recorded in the 'Big Book' (class book) and working walls are used to promote accessible retrieval and promote vocabulary understanding. We recognise that in all classes, children will have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all of the children by matching the challenge of the task to the ability of the child.

Learning experience form a part of our enquiry which allow the children to explore the curiosity and pose questions for a deeper understanding. Examples of classroom tasks may include the development of:

- Posters
- Debates
- Invitations
- Drawings / Representations
- Labels / Annotations
- Workshops
- Photos
- Freeze-frames
- Acting out scenes
- Classroom hooks
- Q&A sessions / Hot seats
- Interpretations of images, stories, sentences without context
- Reading between pupils and cohorts
- Research project work
- Collaborative units between classes (retrieval for older year)
- Visitors, workshops or online speakers
- Post-it-notes
- Green slips
- Noting responses / direct student quotes / voting or polls
- KS2 analysing statistics
- Spider diagrams
- Venn diagrams
- Close procedure- gaps in a text
- KS2 graphs & populations
- Storyboards & story sequencing
- RE Music
- RE Art
- RE stories and famous people
- Book sharing, library visits and referring back to Big Books
- Trips to places of worship
- Virtual tours & subject

In addition to this, Senacre Wood Primary School has a wide and varied range of resources that continues to expand, including artefacts to support teaching and learning in all year groups. They are labelled according to religions and are stored in a central area. A wide variety of experiences such as visiting places of worship, receiving visitors, handling artefacts, self-expression and role are arranged to support pupils understanding.

Practical learning, via religious visits, workshops, and visitor experiences are widely encouraged across the school year for all year groups. This is a key component of the RE experience as promoted by the Kent syllabus. At Senacre Wood, we continue to broaden our bank of contacts across the community to access a range of opportunities for students. This also includes the continued development of the school community and relationships with parents.

Additionally, we encourage wider RE learning at Senacre Wood, by incorporating a range of cross-curricular opportunities into our lesson planning, through sources of music, art and reading.

ASSESSMENT

Across a unit of work, students will be assessed using a range of retrieval-based tasks. Retrieval questions are integrated into lesson planning to prompt students to recall previously learned information, reinforcing their understanding and maintaining retention of key concepts and vocabulary related to religious studies. This may be in the form of written questions, use of images and symbols, quizzes, verbal recall or other forms of demonstration. Assessment recorded in ladders (RAG rating working towards, secure or mastering), matches the success criteria provided by the RE Today syllabus.

Throughout a unit of work, teachers assess their pupil's skills based on evidence taken from their written work, through observation, discussion or debate, pupil voice, teacher discussions and retrieval activities. An example of work is selected from each lesson and is displayed in an RE book which is displayed in each class. These provide an overview of all levels of ability and achievement as outlined by the RE Today syllabus, in religious education for each age group in the school. Across the unit of work, it is espected that every student in the class is represented in recorded work (big books) at least once, and can be referenced in a range of ways; quotes, photos, QR codes, drawings, annotations, written tasks etc. There will be a report on RE to Governors at specific intervals..

RE IN EARLY YEARS FOUNDATION STAGE

Senacre Wood Primary School relate the Religious Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development and Knowledge and Understanding of the World areas which are crucial to the development and progress of all pupils at this stage.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

At Senacre Wood Primary School, all children are given an equal opportunity to maximise their individual potential: this is regardless of ability, gender, race, religion/beliefs, disability or talent. Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of key learning and vocabulary is accessed through a range of retrieval activities, further reinforced by the use of school-wide resources displayed on the working wall within classrooms. This will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

IMPACT

At Senacre Wood Primary School, we believe that 'pupil voice' is an integral part of assessing what salient knowledge the children have learnt. These discussions will clarify understanding of the learning that has taken place. Retrieval practice is an important part of this process as this ensures that knowledge is retained and gives the children a secure understanding of the different faiths throughout the scheme. Verbal discussions and feedback is given to the child the help guide their progress.

ROLE OF THE RE SUBJECT LEADER

The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of RE teaching and learning
- To update documentation where necessary
- To attend relevant training to develop CPD
- To regularly review the contribution made by RE to a meaningful curriculum