

# Four Swannes RE and WV Policy

## Four Swannes Primary School

### RE Policy

*updated July 2022*

#### Introduction

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Four Swannes Primary School we develop the children's knowledge and understanding of the six major world faiths and world views, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

#### Purpose of study

At Four Swannes we believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child, spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupil to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

We aim to achieve high quality RE for all pupils. Our plans provide a systematic knowledge and understanding about Christianity, principle world religions and world views. We aim for pupils to become increasingly theologically and religiously literate so they can engage in our increasingly diverse society. We do NOT tell children what to believe or what their view should be but assist them in gaining human understanding and develop their personal identity.

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## **Aims**

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop knowledge of sacred texts and their impact on believers.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

## **RE and the Law**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in EYFS who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Herts Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

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## **Content and approach**

We teach RE through weekly RE lessons which allows for weekly visits to the subject to build on understanding.

All students from EYFS to year 6 follow a coherent and systemic programme of study for Christianity and are introduced to the other five major religions represented in the UK. By the end of KS1 they have studied Christianity and two other principle religions (Judaism and Islam) In lower KS2 they look at Sikhism and Hinduism. In KS2 they revisit Judaism and are introduced to Bhuddism and other non religious world views.

Each academic year - as guided by the Herts Agreed Syllabus - We develop theological and religious literacy as we cover the following themes on a spiral curriculum basis. (Revisiting, strengthening and stretching knowledge as we spiral)

- Beliefs and Practices
- Sources of Wisdom
- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

## **Time Allocation**

KS1 are to receive 60 hours over two year - approx. 5 hours per half term

KS2 are to receive 156 hours over four years - approx. 6 and half hours per half term

These legal time requirements include visits/visitors but not assemblies or productions related to festivals.

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## Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali and Pesach (amongst many others) to develop their religious thinking.

We use a variety of strategies including but not limited to: whole class presentation, paired or group activities, individual moments of reflection, enquiry, exploration, discussion, understanding artefacts/pictures/sources of wisdom, creative responses to what they have learned/communicating their opinion. All this ensures that pupils are actively engaged in their learning.

We aim to organise visits to local places of worship and invites representatives of local religious groups to come into school and talk to the children; these are arranged by the Subject Leader.

Through our use of the *Herts Agreed Syllabus*, children carry out research into religious topics. They study "Deeper Questions" within religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children have opportunities to discuss religious and moral issues amongst themselves as well as with visitors, use computers (working individually or in groups) and are given the opportunity to prepare presentations and share these with class members. We often hold special festival assemblies to celebrate the religions in the school. Children are able to share their experiences of religion with the rest of the school during such assemblies.

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We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Providing scaffolding where necessary;
- Providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of Children and extend that of other pupils.

## Curriculum planning

We plan our religious education curriculum in accordance with the Herts Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases long-term, (see LTP) medium-term (see MTP) and short-term (RE day planning). There is a cross curricular element to RE, our lessons often feature, reading, writing, researching, performing, (English) group work, discussion and understanding (PSHE) as well as being artistically creative (art, music)

The LTP and MTP's have been created by the Subject Leader and list areas to be covered. Each class has a copy of all the units for their year group and plans are frequently discussed on an informal basis with the RE subject leader. All plans are available to staff on the shared network for ease of access and modification.

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## **EYFS**

Religious Education is taught to all children from EYFS to year Six. RE is adapted for EYFS and children are often taught through festivals throughout the year.

As the Reception Team work under the *Early Years Foundation Stage Curriculum*, we relate the Religious Education aspects of the children's work to the objectives set out under the *Personal, Social and Emotional Development (PSSED)* and *Understanding the World* areas which are crucial to the development and progress of all pupils at this stage.

## **Contribution of RE to other subject areas:**

### **English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children record information in order to develop their writing ability.

### **Information and communication technology (ICT)**

We use ICT where appropriate in RE. The children research, select and analyse information, using the Internet.

Teachers use interactive whiteboards for whole class or group teaching.

### **Personal, social and health education (PSHE) and Citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as healthy living and human responsibility. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

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## **Spiritual, moral, social and cultural development -**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives.

Four Swannes has been involved in charity projects that offer the children the opportunity to learn about and support others in need. E.g. Harvest Festivals (giving food to the North Enfield Food Bank), and giving to charities ( cake/lolly sale for The Children Society)

## **RE provision for SEND**

At our school we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to ALL children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have Special Educational Needs (SEND). Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a Baptist Church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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## **ASSESSMENT AND RECORDING:**

We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. We mark main pieces of work once they have been completed and we comment as necessary.

At the end of each half term (after an RE day ) teachers assess their class against appropriate criteria. The average of these assessments will be used in the end of year data.

### **Marking:**

RE work should be marked following the school's marking policy. Grammar and punctuation (eg lack of Capital letters for proper nouns) can be marked with a focus on inaccurate spelling of key words. Any misconceptions can be addressed by teachers comments.

Several weeks after an RE day the class will complete a quiz, this will show the teacher how much information is retained and help the teacher set goals for their next RE day. **RE is assessed by the class teacher or the person teaching RE to the class.**

The end of year summary judgement can be passed on to the next teacher.

## **Resources**

We keep resources for RE in a central store where there is a box of artefacts for each religion as well as a collection of books, photopacks and other teaching resources. There is a large collection of religious artefacts which we use to enrich teaching in RE. We also have a good supply of RE topic books in this central resource base.

### **Monitoring and review**

Class teachers are responsible of assessing and monitoring pupil's progress in this subject area. The RE subject leader is responsible for monitoring the standards of the pupil's work and the quality of the teaching in RE through regular work scrutinies, pupil interviews and lesson observations. She is also responsible for supporting colleagues in the teaching of RE on request and through staff meetings. The RE subject leader is also responsible for the maintenance, ordering and upkeep of RE resources.

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### **Withdrawal from RE lessons/trips:**

At our school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE. Parents have the legal right to withdraw pupils from RE but this must be discussed with the class teacher, RE Coordinator and Head teacher. A class teacher cannot make the decision to allow a child/parent to withdraw from RE lessons. If the parent chooses to go ahead and withdraw their child from RE this must be given to the school in writing by the parent. Staff should refer to the *Herts Agreed Syllabus* for information about speaking to parents and withdrawing pupils from RE and the issues surrounding this, including the negative implications, must be highlighted to the parent (for example, missing lessons that may link to other subject areas, for example, Literacy lessons, which may have an impact on the pupil's progress and learning), as well as issues of discrimination. The withdrawal of a child from RE lessons should be the last resort as RE is an important part of learning and understanding about the world and community.