

Vernon Primary School



Religious Education Policy



The vision and intent of the Religious Education curriculum at Vernon Primary School is to ensure that every pupil has:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
 - The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
 - A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
 - The ability to link the study of religion and belief to personal reflections on meaning and purpose.
 - A wide knowledge and deep understanding across a wide range of religions and beliefs.

The Importance of Religious Education

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

(Ofsted –Research review series: religious education. Published 12th May 2021)

Introduction

In our school, we aim to celebrate diversity, offering a welcome and inclusive environment for all our pupils, including new arrivals and non-native speakers. We believe that Religious Education provides an opportunity to celebrate and foster an awareness of differences within our school and the wider world. Religious Education is a subject that celebrates diversity and challenges stereotypes. The spiritual and moral development of our children underpins all aspects of our school life.

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Vernon Primary School.

Legal Requirements

All pupils at Vernon primary school have an entitlement of full access to the Religious Education curriculum. Vernon Primary School is a maintained Local Authority school and therefore, Religious Education must be taught in accordance with the Cheshire East Agreed Syllabus. In RE, we follow Cheshire East's RE programme of study and learning objectives. These are in place to ensure that learning objectives and outcomes for each year group are identified and covered, as well as progression tracked. In line with the Syllabus, Key Stage 1 children are taught 36 hours of Religious Education over the year and Key Stage 2 children are taught 45 hours over the year. At Vernon Primary School, staff ensure full curriculum coverage by planning a unit of work each half term.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, and alternative work will be provided.

Aims

At Vernon Primary School, we aim that Religious Education will:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Entitlement – Curriculum Content

At Vernon Primary School, Religious Education is taught as an open-ended enquiry and is organised using the Cheshire East Religious Education Agreed Syllabus.

The aims of the curriculum for Religious Education aim to ensure that all pupils:

- **Know about and understand a range of religions and non-religious worldviews.**
- **Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews.**
- **Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews.**

There are three aspects of study linked to these aims which together provide the basis for our planning and teaching:

Engaging Encounter with Religions and Non-religious Worldviews (EE)

Pupils to acquire knowledge of religious beliefs, practices and values in principal religions/non-religious worldviews represented in Great Britain and beyond e.g. 6 principal religions, other religions, and secular philosophies, e.g. Humanism.

Reasoned Response to Religions and Non-religious Worldviews (RR)

Pupils to develop the ability to make reasoned critical responses and informed judgements about religious and moral issues.

Connecting Communities in Religions and Non-religious Worldviews (CC)

Pupils to develop understanding of how and why people put their beliefs into action in many diverse ways.

The school's RE long term map outlines the contents and progression of our curriculum.

Early Years

RE in the Early Years focuses primarily on Christianity. Other religious festivals are discussed as and when celebrated throughout the year.

Years 1 & 2

In Key Stage 1, children study Christianity in depth and are introduced to the religion of Judaism. When learning about aspects of faith, they may encounter other religions. For half a term during Key Stage 1, children are given the opportunity to explore an open-ended enquiry topic of their choice.

Years 3 & 4

Children in Years 3 and 4, study Christianity and Islam in depth. They also spend time building on their knowledge of Judaism. When learning about aspects of faith, they may encounter other religions. For half a term, children are given the opportunity to explore an open-ended enquiry topic of their choice.

Years 5 & 6

Children in Years 5 and 6 continue to study Christianity and Islam. In addition, they are introduced to the religion of Hinduism and look at Humanism. When learning about aspects of faith, they may encounter other religions. For half a term during each year, children are given the opportunity to explore an open-ended enquiry topic of their choice.

Implementation

- Religious Education will be taught throughout the school, by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as St. George's Church or Poynton Methodist Church, synagogues and mosques will be integrated into the appropriate areas of study in both Key Stages.
- Occasionally, visiting Religious Education theatre groups enable children to see Bible stories through drama and music.
- A variety of teaching approaches are encouraged;
 - Teacher presentations, role play and story telling.
 - Questions and answer sessions, discussions and debates.
 - Individual and group research.
 - Photographs, pictures and maps
 - Multi-media, video, film, internet, radio and laptops to research and communicate ideas.

Special Educational Needs

At Vernon Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for our children whatever their needs and abilities. Our school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect, in accordance with the whole school policy on equal opportunities and the guidelines on racial equality. Teachers use adaptive, inclusive teaching strategies to ensure that all pupils are able to access the RE curriculum.

Children with special educational needs will work alongside other children in their group, as in other curriculum areas, but adaptations in approach, language and expected outcomes will be appropriate to the varying needs in the class.

- To optimise inclusion the children's differing needs for learning (including children with special educational needs) may be addressed through differentiated activities wherever appropriate.
- SEND Plans may support children who are identified as having special educational needs. These will specify differentiated learning and assessment.

Please also refer to the school's SEND policy

Equal Opportunities

Religious Education as an essential part of the curriculum and should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Health and Safety

Teachers have access to copies of the school's Health and Safety Policy together with the Educational Visits Policy. Located in the Main Office is the Educational Visits Folder for reference to risk assessment and guidance notes. The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

Resources

R.E. resources are stored in the main storage area in red boxes which are clearly labelled for each faith. They contain artefacts and other topic materials. An annual audit of resources is carried out and staff are encouraged to notify the lead of any resources required to enhance the children's learning.

CPD books and reference books to aid teaching of different faiths have been purchased and are available to staff from the relevant section of the reading hub.

Planning, Assessment, Reporting and Record Keeping

Planning

The school's long term plan also outlines the progression of Religious Education throughout the school. Short term planning from the SACRE programme of study, are completed for each unit of work, outlining the sequence of learning in a series of lessons leading up to a final study book piece. Short term planning identifies the learning objectives for each lesson, the common thread, enquiry question, prior learning, key vocabulary and a description of key teaching points. SEND provision is outlined within these plans. These steps are part of a continuous cycle of formative assessment, which informs future planning.

Assessment

Under the Cheshire East Agreed Syllabus for Religious Education Guidelines, the statutory position is that all pupils will be assessed using the 'End of Key Stage Statements.' These are based on pupils having secure knowledge and understanding of curriculum content and appropriate key skills development.

Teachers assess children's progress in RE by observing their work and involvement in each lesson and judging this by the objectives and outcomes for the lesson. Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning, assessment, reporting to parents and curriculum monitoring by the subject leader and the Head Teacher.

The most common forms of formative assessment are:

- Discussion with children (Pupil voice)
- Observing children at work (e.g. in a practical activity, task or group discussion) and intervening as appropriate
- Listening
- Questioning and discussion in class
- Evaluating and marking work
- Recording assessment against objectives taught within each curriculum area
- Book scrutinies to assess progress over a given period of time
- Study book work
- Marking of work in books – written & verbal feedback
- Summative reports to parents will be made at the end of the year

At the end of the unit of work, the impact of the curriculum is assessed. Pupils are asked to demonstrate their learning by providing a short reflection (through discussion) on the overarching question on the long term map. Once these strategies have been used to measure the impact, a summative assessment judgement will be given on FFT by teachers (minimum of termly). The RE subject lead is able to use this to look at summative outcomes in their subject, throughout the school.

Monitoring and Evaluation

- The Head Teacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Head Teacher by monitoring Long Term and Medium Term plans.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education, which will be informed by this policy.

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Policy date – February 2025

Review Date – February 2028

Ratified by Governors – February 2025