

# Pensby Primary School



## Religious Education Policy

Mrs B Embery- September 2021/February 2022

## **RATIONALE:**

The intent of Pensby Primary's Religious Education curriculum is encourage pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different.

Religious Education 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 develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other worldviews that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different

## **AIMS:**

Our Religious Education curriculum aims to:

- Promote religious understanding, discernment and respect;
- Challenge prejudice and stereotyping;
- Explore the significance of the environment both locally and globally and the role of humanity;
- Promote pupils' self-worth, thus enabling them to reflect on their uniqueness and human belonging;
- Share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships;
- Develop a clear understanding of religions in the world today;
- Learn about the ways different faith communities relate to each other;
- Focus on ultimate questions and ethical issues;
- Appreciate their own and others' beliefs and cultures and how these affect individuals, communities and societies.

### *Religious Education and British Values aims;*

At Pensby Primary we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011. The teaching of Religious Education will support and enable pupils to discuss and develop their understanding of the British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance

## **ORGANISATION & CONTENT OF THE CURRICULUM:**

Pensby Primary school follows Wirral Syllabus for teaching religious education and other world faiths. The long term planning for teaching RE and world faiths in each year group reflects a spiral curriculum. Each year group teaches Christianity and has one other world faith as a focus throughout the year. Year groups have links each half term to a world faith that has been taught previously enabling revisiting and embedding of learning. This also allows pupils to make links and comparisons between the different faiths that they have learnt about and further allows for clear progression in learning. This progression is evident in pupils books and through pupil voice along with teachers medium term planning which shows clear links to prior learning and intended outcomes for new teaching and learning opportunities.

When appropriate, RE lessons are taught as part of a half-termly theme of work, which links with other areas of curriculum: history, geography and art etc. We recognise that sometimes RE is best taught in discrete lessons so that the knowledge, skills and understanding can be taught effectively. The Teaching of RE is taught in termly blocks. 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 Pensby Primary School, children are informed about a variety of religious festivals that take place throughout the year to demonstrate how people with different religious beliefs live and worship alongside each other. All year groups study Christianity each term and all year groups focus on one other Religion. This enables pupils to have a wide view, knowledge and understanding of major religions.

### **EYFS**

In EYFS, the children follow the EYFS framework. This addresses RE curriculum through the key learning areas of Communication and Language and Understanding the World.

### **Key Stage One**

At Key Stage One, the pupils study a range of lessons in:

Christianity (in all year groups);

Hinduism;

Judaism.

### **Key Stage Two**

At Key Stage two, the pupils study a range of lessons in:

Christianity (in all year groups);

Sikhism;

Islam;

Buddhism;

Humanism.

## **INCLUSION & INTEGRATION:**

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through song, role-play, shared and paired activities, the teaching of RE is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that RE is taught to all children, whatever their ability or individual needs.

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- More able pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with SEND;
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to

### **LINKS WITH OTHER AREAS OF THE CURRICULUM:**

The whole school also follows the Deeside Schools Coast 2 Country annual curriculum challenge and this incorporates a significant geographical element e.g. places of worship locally, nationally to around the world. There are close links to art and design with sketchbook studies and the study of religious symbols and pattern and shape.

### **MONITORING:**

Governors, through the subject leader and headteacher, monitor coverage and impact of National Curriculum subjects and compliance with other statutory requirements through:

- Meeting with subject leaders;
- Monitoring books;
- Interviewing pupils;
- Scrutinising parent, staff and pupil surveys;
- Visiting the school to monitor the quality of teaching and audit the books;
- Professional dialogue with staff;
- Conducting learning walks;

### **ASSESSMENT & RECORDING:**

RE monitoring across the school will take place 3 times a year (once per term). This will include:

- Meeting with subject leaders;
- Monitoring books;
- Interviewing pupils;
- Scrutinising parent, staff and pupil surveys;
- Visiting the school to monitor the quality of teaching and audit the books;
- Professional dialogue with staff;
- Conducting learning walks;
- Pupils' development in RE is monitored by class teachers as part of our internal assessment systems and noted on Seesaw. Classroom Monitor does not have an RSE assessment section as yet;
- This policy will be reviewed by the RSE subject Leader annually. At every review, the policy will be approved by the headteacher/Governors.

At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of pupils.

## **Appendix 1**

### **Roles and responsibilities**

#### ***The governing body***

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant assessment arrangements (Classroom Monitor).
- It participates actively in decision-making about the breadth and balance of the curriculum

#### ***Headteacher***

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met.
- The school's procedures for assessment are followed.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN

#### ***Subject Leader***

The subject leader is responsible for leading and managing their subject. They will ensure that:

- They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year. The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.
- The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.
- Staff are confident in teaching their subject across the school.
- They will offer support, guidance and arrange training when needed. Resources to support teaching, learning and assessment are in place for their subject.
- They will lead the monitoring of their subject.

#### **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 Wirral (SACRE)

#### **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.

### **Prevent**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school through the RE curriculum will help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Promoting the spiritual, moral, social and cultural development of pupils

### **Policy Review**

This policy will be reviewed annually.