

Robert Arkenstall Primary School

Religious Education Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Shared Drive and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	K Bonney
Ratified	June 2022
Review period	As and when required
Next review due	

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Religious Education teaching provides children with the opportunity to access knowledge & information which contributes to a secure understanding of religious & non-religious views worldwide and enables individuals to become positive citizens within our multicultural society. Through RE, our children have the opportunity to explore ideas and practices which have shaped and continue to shape our world. They explore the influence of religion and beliefs on individuals, culture, behaviour and national life.

INTENT

- To develop skills in becoming religiously literate
- To acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- To develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain
- To enhance spiritual, moral, cultural and social development
- To recognise other people's right to hold different beliefs
- To develop a positive attitude towards living in a society of diverse religions and those of no religious faith

IMPLEMENTATION

- Our RE curriculum is taught through a clearly sequenced curriculum, which is in line with the Cambridgeshire Agreed Syllabus 2018. Within the Foundation stage, the Early Years Framework is followed. In KS1, teacher planning follows the agreed syllabus/. In KS2, teacher planned units follow the Opening Worlds Curriculum. This plan is supported by Cambridgeshire Standing Advisory Council on Religious Education (SACRE)
- Parents may withdraw their child from Religious Education provided that they give written notification to the school. Teachers may exercise their right to withdraw from teaching the subject
- Our content is taught in cycles throughout EY/KS1, Lower KS2 and Upper KS2 and sequences of learning are carefully mapped within each academic year.
- Key vocabulary is taught explicitly, with recall and rehearsal opportunities.
- At key milestones, coherence of prior learning builds towards pupils confidently getting better at history by revisiting or recalling learning in the context of new content.
- Narratives are used to engage learning and develop key disciplinary concepts within and across subjects.
- Lessons are structured around teacher modeling and short tasks to secure learning before moving on based on the science of cognition of learning.

- Each teacher follows and adapts plans for their class
- We ensure that all children access the learning in lessons and we have suitable support and challenge in place. We achieve this by:
 - using classroom assistants to support individuals or groups
 - pre-teaching of key vocabulary and concepts
 - setting open-ended tasks
 - setting tasks of increasing difficulty
 - providing extra support, such as word banks and sentence starters
- Planning includes opportunities for children to learn about and learn from the different kinds of questions human beings can ask about religious origins, beliefs and practices, namely questions that derive from philosophy, theology, social sciences and history. For example, What are the big ideas that this Hindu story reflects? What does this community teach about injustice and why?
- Within classes children are taught individually, in groups, or as a class as appropriate, and the organisation of the class will vary according to the activity that is being carried out
- Tasks may be based in the classroom, school grounds, in the local area or on a visit
- Teaching and activities should be planned taking account of the school's Equality policy
- Homework may be used to extend learning. These tasks will be short and focused and will be referred to and valued in future lessons

THE FOUNDATION STAGE

The RE curriculum is an integral part of Early Years PSE development and Understanding the World and is taught through topics. Children show sensitivity to their own and other needs, thinking about themselves as valuable individuals and thinking about others' perspectives. In learning to understand the world, they can understand that some places are special to members of their community, like places of worship, and recognise that people have different beliefs and celebrate special times in different ways.

THE CONTRIBUTION OF RE TO TEACHING IN OTHER CURRICULUM AREAS

ENGLISH - Vocabulary

At Robert Arkenstall we firmly believe vocabulary is the golden thread that supports and unlocks children's potential in all areas of the curriculum. Without this thread, children's ability to comprehend and make sense of the world is significantly weakened and therefore reduces their life chances. Ludwig Wittgenstein said, "The limits of my language are the limits of my

world.” At Robert Arkenstall we aspire to reduce word poverty by placing vocabulary instruction at the centre of our curriculum. We use vocabulary resources to make learning words ‘stick’ through the use of engaging texts; child-friendly definitions; and collocation/synonym word maps. We teach words discretely and also embed the vocabulary instruction of disciplinary language throughout RE and within the wider curriculum so that their word consciousness is always being built upon and expanded. We also make reference to the morphology and etymology of words so that children can make lasting connections.

ENGLISH - Speaking and listening (oracy)

The quality and variety of language which pupils hear and speak are vital for developing their knowledge, vocabulary and understanding for reading and writing in RE. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk for learning.

Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive learners; to share their thoughts; to build upon ideas with confidence; to challenge ideas respectfully and summarise what they have heard. Through embedded oracy practices across our curriculum, children at Robert Arkenstall learn how other people make sense of the world; how language is used to reason; how emotions and identities are expressed; and how to work together to solve problems through the use of constructive talk.

Opportunities for oracy across the whole curriculum are planned for and developed. Children play an active part in presentations, recitals, group discussions, debates and drama activities. We follow the guidance and ideas from Voice 21 to support the teaching and learning of speaking and listening skills.

ENGLISH - Writing

In order to ensure that all pupils learn to be confident writers we give children experiences to write at regular opportunities throughout the school week, in all curriculum subjects. Our principal aim is to develop children’s knowledge, skills and understanding. Importantly, we ensure children write in full sentences and rehearse the use of key vocabulary before writing.

ENGLISH - Reading

We use high-quality texts to support our teaching history. Our Opening Worlds curriculum is based on expertly written text books and disciplinary vocabulary. All children have access to our wonderful school library, which has carefully selected books to support the RE curriculum. High quality picture books are used to support RE teaching throughout the school.

MATHS

The teaching of RE in our school contributes to children's mathematical understanding of

chronology in particular. We teach the children chronology through using timelines to sequence events and gain an understanding of periods of time between events.

PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP

Our RE curriculum supports the teaching of personal, social and health education and citizenship as we seek to develop well rounded children who will become responsible and respectful citizens. As Britain is a multicultural nation with Christianity as the main religion of the population, Christianity receives the appropriate weighting within the religious education curriculum. Due consideration within this framework is given to other world religions. Respect, tolerance and understanding for the beliefs of others are promoted as part of our curriculum and this is especially important as our school is in a rural, less diverse setting.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of RE. The study of RE provides opportunities to experience fascination, awe and wonder as they learn about different values and beliefs. They are encouraged to use their imagination and creativity in their learning. Moral issues and themes such as good/evil and light/dark are investigated and children recognise how these can affect daily life. RE lessons enable children to develop personal qualities and use social skills and it gives greater understanding of how communities and societies interact and function.

INCLUSION AND EQUAL OPPORTUNITIES

At Robert Arkenstall we teach RE to all children, whatever their ability and individual needs. Parents may withdraw their child from Religious Education provided that they give written notification to the school. Teachers may exercise their right to withdraw from teaching the subject

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We deploy classroom assistants to support children, and to enable work to be matched to the needs of individuals.

Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

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

RESOURCES

- Resources will be stored centrally in the resources room when that area of study is not being taught
- Picture books within the school library are available to support the teaching of RE across the school.
- A high quality published resource is available for teachers to support the teaching of RE in KS2
- Computers will be used where appropriate to enhance the teaching of history
- The RE Coordinator will sign post teaching staff to local resources/museums/visitors/workshops available to support our RE curriculum
- Resources should be used, following the guidelines set out in the school's Health and Safety Policy. Practical work and educational visits should also be planned with particular reference to the school's Health and Safety policy

ASSESSMENT

- Each teacher is responsible for assessing, recording and reporting children's effort and attainment in RE
- Formative assessment, including diagnostic tasks in KS2, is used to inform planning and teaching
- An annual report relating to their child's effort in RE is sent to parents
- The Opening Worlds Curriculum in Key Stage 2 includes low stakes quizzing for children to demonstrate what they know as they complete each unit of study

MONITORING AND EVALUATION

- The monitoring of the standards of children's work and the quality of teaching in RE is the responsibility of the subject leader
- Samples of work from each year group will be collected and monitored annually
- Pupil voice will be gathered annually
- The subject leader will also support colleagues in their teaching
- The RE policy will be reviewed as necessary in collaboration with teachers

IMPACT

Religious Education promotes the spiritual, moral and cultural development of all children. It helps them to prepare for the experiences and responsibilities of life, and helps to develop an understanding of the world in which we live. Learning in RE helps children to grow in their understanding of their world, to make connections and be empowered by their understanding.

It's impact is seen in

- High standards which are appropriate to age-related expectations
- Children's reflections on their learning
- Children's abilities to articulate key ideas from their learning and make connections and using key vocabulary
- Regular class discussion, helping children to develop a positive attitude and respect for people who hold different views to their own
- Children who develop respect for their community and the wider world
- Children who are increasingly confident and independent thinkers
- Children who increase their spiritual and moral development