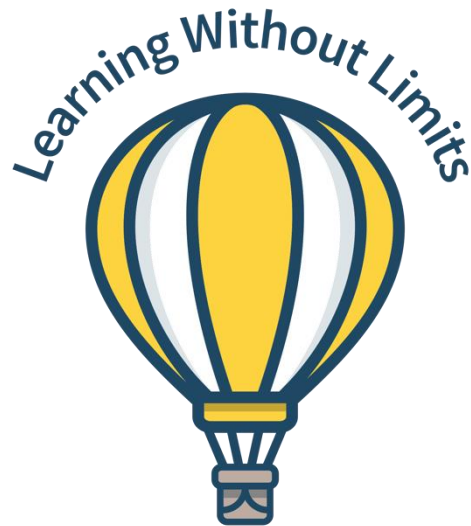


Dean Field School

RE Policy



Dean Field
Community Primary School

Written: September 2019

Reviewed: June 2020, June 2021, June 2022, July 2023

Review Date: June 2024

Intent

At Dean Field Primary School, we believe that it is important for our pupils to learn and explore faiths and beliefs so that they understand the world around them. We provide them with opportunities to develop critical and reflective skills to support them in discovering their own journey of purpose and meaning. Our RE curriculum is designed to address the lack of knowledge and understanding of diversity in our local community and we strongly believe that it has the potential to contribute towards the community cohesion in our local area and, ultimately, shape the society for a better future. We want our children to appreciate diversity so that they can respect communities beyond their own.

As we are living in a world where young people are exposed to many conflicting and persuasive ideas, we deliver our RE curriculum with the intention of helping students address and challenge issues by giving them the tools to analyse and question issues for themselves and develop their confidence to articulate their own point of view. Our whole school RE overview is based on key questions and pupils are taught to critically think about answers and solutions which enhances their understanding of the world as well as cultivating mutual respect and tolerance for others. There is clear progression from EYFS to year 6 so that when pupils leave Dean Field they have a breadth of knowledge on religious education preparing them for the real world.

Our vision for RE is based on the Calderdale and Kirklees agreed syllabus: Believing and Belonging 2019 – 2024. Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to

articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The syllabus has three aims for pupils:

- Investigate the beliefs and practices of religions and other world views;
- Investigate how religions and other world views address questions of meaning, purpose & value;
- Investigate how religions and other world views influence morality, identity and diversity.

Through our teaching of the RE syllabus we aim to:

- 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 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.

Implementation

Planning

RE is timetabled so that pupils are provided with two whole mornings per half term (6-8 hours), allowing for in-depth discussions, debates and thoughts. In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and periods of stillness and reflection. To further support teaching, a bank of 'must knows' has been created to help children understand key facts about each RE unit, it also supports teachers. Key vocabulary is displayed on the must knows to work alongside our whole school focus on developing our children's vocabulary across the subjects as well as key links to SMSC and assessment ideas. RE mornings allow for knowledge and understanding to be clearly built upon as children move up through the school. The RE long term plan highlights how RE units are planned to coincide with termly topics to provide opportunities for learners to apply RE skills to their learning across the curriculum.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes a good helper? F:3 Christianity & Islam	How special times are celebrated. F:2 Christianity, Islam, Hinduism & Sikhism	Where do we live and who lives there? F:1 Christianity & Islam	What can we see in our wonderful world (part 1)? F:4 Christianity	Where do we live and who lives there? F:1 Christianity & Islam	What can we see in our wonderful world (part 2)? F:4 Christianity
	Who and what are special to us (ongoing throughout the year) FS Christianity and Islam					
Year 1	Which books and stories are special? 1:1 Christianity & Islam (ref. to Judaism and Sikhism)	How do we celebrate special events? 1:2 Christianity & Islam	What does it mean to belong to a church or mosque? 1:3 Christianity & Islam	How and why do we care for others? 1:4 Christianity & Islam	Who brought messages about god and what did they say? 1:5 Christianity	Revisit and Must <u>Knows</u> Assessment 1:1,1:2,1:3,1:4,1:5
Year 2	How can we make good choices? 2:2 Christianity & Islam (ref. to Judaism)	How and why do people pray? 2:3 Christianity & Islam	How is new life welcomed? 2:1 Christianity & Islam	What did Jesus teach us and how did he live? 2:4 Christianity, Islam and non-religious views.	How can we look after the planet? 2:5 Christianity	Revisit and Must <u>Knows</u> Assessment 2:1,2:2,2:3,2:4,2:5
Year 3	How do Jews remember God's covenant with Abraham and Moses? 3:1 Judaism	What is spirituality and how do people experience this? 3:2 Christianity, Judaism, Islam & Sikhism	What do Christians believe about a good life? 3:3 Christianity	What do the creation stories tell us? 3:4 Christianity, Judaism, Islam, Sikhism and non-religious perspectives.	Who can inspire us? 3:5 (additional unit) Christianity, Judaism, Islam, Sikhism and non-religious perspectives.	Revisit and Must <u>Knows</u> Assessment 3:1,3:2,3:3,3:4,3:5
Year 4	What faiths are shared in our country? 4:2 Christianity, Judaism, Islam & Sikhism		How do the five pillars guide Muslims? 4:3 Islam		Why are Gurus at the heart of Sikh belief and practice? 4:4 Sikhism 4:1,4:4,4:3,4:4	How are important events remembered? Revisit and Must <u>Knows</u> Assessment 4:1 Judaism, Sikhism and Hinduism
Year 5	Why are some journeys and places special? 5:1 Islam, Christianity, Judaism & Sikhism		What values are shown in codes for living? 5:2 Christianity, Islam, Judaism and non-religious approaches.	Should we forgive others? 5:3 Christianity	What do Christians believe about the old and new covenants? Revisit and Must <u>Knows</u> Assessment 5:4 Christianity 5:1,5:2,5:3,5:4	
Year 6	How do Sikhs show commitment? 6:1 Sikhism	What do Christians believe about Jesus' death and resurrection? 6:2 Christianity	How do Jews remember the Kings and Prophets in worship and life? 6:4 Judaism and links to Islam and Christianity.	Revisit 6:1,6:2,6:4	Revisit 6:1,6:2,6:4	How does growing up bring responsibilities? Revisit and Must <u>Knows</u> Assessment 6:3 Christianity, Judaism, Sikhism and extended to other religions. 6:1,6:2,6:3,6:4

Literacy skills are developed through writing, debating/discussion, reading, researching, recording information, speaking and listening. Children also celebrate the diversity in religion and culture across the world, lending itself to geographical and historical links. Computing enhances our teaching of RE across all year groups, where for example visits aren't possible, virtual tours are available. RE is carried out inside and outside the classroom, where pupils investigate a variety of people, places and environments in the United Kingdom and the wider world. They compare and contrast the different religions and cultures that they study and learn about. RE knowledge and understanding is also imparted through guest speakers and assemblies.

Teaching

RE is timetabled so that pupils are provided with the equivalent of 1 hour of RE every week. Class teachers will make cross curricular links with other subjects where possible. In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

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, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious' faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.

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);
- grouping the children by ability in the room and setting different tasks for each ability group;
- 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.

In the Foundation Stage, RE aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs), as outlined in Development Matters. These underpin the curriculum planning for children aged three to five as RE makes a significant contribution to the personal, social and moral development of a child and a child's knowledge and understanding of the world.

At Foundation stage and Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life.

The legal position of teaching religious education

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 the reception class 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.

Inclusion

RE is taught across the key stages in ways that enable each child to access and engage with the syllabus, regardless of ethnic group, age, disability, SEN and gender. For each unit, the 'Must Knows' provide a set of key facts and vocabulary, used to recap prior learning for retention, pre-teaching, home learning tasks and assessment. Work is accessible, challenging and engaging for all learners to ensure that true progress is made. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.

Impact

Assessment and Feedback

Children's knowledge and understanding in religious education is formatively assessed using informal judgements as we observe them during lessons. Children's work is collected in a large scrapbook for the whole year group over the year to reflect the breadth of work conducted. Through our dedicated Friday RE mornings, we have moved towards a more informal and creative style of teaching and learning in RE so the work does not always warrant a physical piece of work, it may include a discussion 'QR Code' recorded on Seesaw or pictures of an event or visit. We use these judgements as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. At the end of each unit, an assessment using the must knows is planned to assess the children's learning, with each year group being provided with tasks to do so. This

could be a discussion about a picture, a poster or presentation. This will then be put as evidence in the large class scrapbook.