

Dean Field School

RE Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
U Hussain	July 2021	July 2022
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L Brambani	July 2026	July 2027

Intent

At Dean Field Community Primary School, we believe that it is important for pupils to learn about and explore religions and worldviews so that they develop a rich understanding of the world around them. We provide opportunities for pupils to develop knowledge, curiosity, critical thinking and reflective skills, enabling them to consider questions of meaning, purpose, belief and identity. Our RE curriculum supports pupils to understand and appreciate diversity within and beyond their own community, contributing to mutual respect, community cohesion and preparation for life in modern Britain.

In a world where children encounter a wide range of ideas, beliefs and viewpoints, our RE curriculum gives pupils the knowledge and disciplinary skills to ask questions, examine evidence, consider different perspectives and articulate their own responses respectfully. Our whole-school RE overview is structured around key questions and provides clear progression from EYFS to Year 6, enabling pupils to build increasingly secure knowledge and understanding of religions and worldviews.

Our vision for RE is based on the Calderdale and Kirklees agreed syllabus: Believing and Belonging 2024 – 2029. 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 that pupils have different starting points and individual needs. Teachers use adaptive teaching to maintain ambitious expectations while ensuring that all pupils can access the RE curriculum. This may include explicit vocabulary teaching, carefully chosen resources, modelling, scaffolding, additional explanation, visual and practical resources, structured discussion and appropriate adult support. Tasks may allow for a range of responses while maintaining the same core learning intention and essential knowledge.

- 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 Early Years Foundation Stage, children encounter religions and worldviews through the EYFS curriculum and the school's RE provision, particularly through

Communication and Language, Personal, Social and Emotional Development and Understanding the World. Learning is planned in an age-appropriate way and provides foundations for the knowledge, vocabulary, curiosity and respectful attitudes developed through the RE curriculum.

The legal position of teaching religious education

Dean Field is an academy and Religious Education must be provided for all registered pupils in accordance with the school's funding agreement. Dean Field has adopted the **Calderdale and Kirklees Agreed Syllabus, 'Believing and Belonging 2024–2029'**, as the basis for its RE curriculum. Parents have the legal right to withdraw their child from all or part of Religious Education. Requests should be made to the Headteacher so that the school can discuss the request with parents, clarify the nature and purpose of the RE curriculum and make appropriate arrangements where withdrawal is requested. RE makes an important contribution to pupils' spiritual, moral, social and cultural development and to their understanding of the diverse society in which they live.

Inclusion

RE is taught across the school in ways that enable every pupil to access and engage with the curriculum. 'Must Knows' identify key knowledge and vocabulary and are used to support retrieval, pre-teaching, home learning and assessment. Teachers use reasonable adjustments and adaptive teaching where needed, while maintaining ambitious expectations for all pupils. Where pupils have significant additional needs, learning may be broken down, revisited or assessed through appropriately adapted objectives and responses.

Impact

Assessment and Feedback

Pupils' knowledge and understanding in RE are assessed formatively throughout teaching through questioning, discussion, observation and responses to learning. Pupils have an RE book in which appropriate evidence is collated; however, because RE includes discussion, debate, reflection, visits and practical or creative experiences, not every lesson will result in a written outcome. Evidence may also include photographs, presentations or recordings on Seesaw. Teachers use assessment information to identify what pupils know and remember, address misconceptions and inform subsequent teaching. At the end of each unit, pupils complete an appropriate assessment linked to the 'Must Knows' and intended learning. This may take the form of a discussion, response to an image or source, poster, presentation, written task or other appropriate outcome.