

Keir Hardie Primary School



Religious Education Policy

Reviewed:	Spring 2024
Date of Next Review:	Spring 2027

VISION

The Religious Education curriculum provides rich and engaging learning journeys for ALL children, which promote teaching and learning of major belief systems throughout the world. ALL children are enabled to access the curriculum through a range of opportunities, which are scaffolded to address barriers that exist for different children.

We want children to:

- be motivated to find out about and understand the features of different religions identifying similarities and differences between them
- develop a positive attitude towards and respect different faiths and religions
- to be able to ask questions and be inquisitive about people, beliefs and the rituals that people undertake in practising their faith
- to be able to think independently, reflect upon their own beliefs
- be able to talk about their own beliefs, listen to and respect the beliefs of others, to feel confident in expressing their views and to have mastered the vocabulary required to do so
- benefit from an experiential learning which includes accessing the curriculum through a range of artefacts, visits to places of worship and through engagement with a range of people who practice and represent different faiths
- have opportunities to revisit and build upon learning so that it is committed to long term memory

In planning and delivering Religious Education we expect teachers to ensure that learning journeys:

- are aligned with the Newham Agreed Syllabus
- include an engaging hook and an opportunity to visit a place of worship, learn through engagement with artefacts or meet a representative of a faith
- provide an opportunity to raise and compare questions about beliefs and to identify what makes a good question
- give children opportunities to consider their own beliefs, those of others and to reflect upon what this means for them
- Introduce and engage children in using key vocabulary related to the topic.
- Include an opportunity to review and embed learning

INTENT

Our Keir Hardie Religious Education Curriculum is intended to support our pupils to become resilient, accepting, mindful and inquisitive learners. We want our pupils to become active and well-rounded members of society, developing a sense of identity and belonging, preparing them for life as British citizens in a multi-faith community.

In RE pupils will communicate through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments.

Our learning environment promotes self awareness, curiosity, respect for all, sensitivity towards and understanding of others, open mindedness, trust, community, appreciation and wonder instilling a desire for continuous learning. Pupils will explore issues within and between faiths to help them learn, understand and respect different religions, beliefs, values, traditions and their influence on individuals, societies, communities and cultures.

IMPLEMENTATION

The school's Religious Education Curriculum is based on Newham's Agreed Syllabus which is agreed by the Standing Advisory Committee on RE (SACRE). This is made up of Newham Councillors, teachers and faith group representatives. Information about all beliefs should be presented accurately

and with professional competence. The teacher should not undermine or promote a particular religious faith or view.

Early Years Foundation Stage

Teachers teach RE every half term making links to different celebrations, aspects of identity and what they learn from stories. This will contribute to the EYFS framework and learning of Understanding the World:

ELG: People culture and communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ELG: Past and present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: The natural world

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1 and KS2

In KS1 and KS2, Religious Education is taught on a weekly basis. Our learning is centred mainly upon the Christian faith and traditions as well as other religions and worldviews represented in our community.

In KS1, pupils begin to develop an awareness of themselves and others and to recognise that there are stories, people, places, time and values that are especially important to themselves and to others. They begin to develop their questioning skills which will help them to make sense of and respond to the world in which they live.

In Lower KS2, pupils develop their interest in, as well as knowledge and understanding of, different religious beliefs and practices as well as secular world views. They begin to recognise diversity within, as well as between, religious and cultural traditions.

During Upper Key Stage 2, pupils will develop an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practise their religion and will be able to compare their own beliefs and lifestyles with others.

We value first hand learning experiences and ensure our pupils participate in workshops, educational visits, explore artefacts and attend conferences.

The Religious Education curriculum is delivered through a variety of formats:

- A thematic approach – through the study of class topics concentrating on an area of religious life
- An integrated approach – by drawing out aspects of various religions which have a specific relevance to other curriculum areas

IMPACT

Our pupils enjoy sharing their learning in RE assemblies and making links with what they have learnt to their own lives. Our pupils celebrate the richness and diversity within the school with curiosity and mutual respect. They are given the opportunity to listen, ask questions and debate issues. This supports their SMSC development and brings a sense of community cohesion. Through the disciplines used, pupils are ready for the next stage of their education which prepares them for life in modern Britain.

In EYFS the related activities are linked to three broad areas of experience – ‘Celebrating Special Times’, ‘Stories and What They Tell Us’ and ‘Aspects of Identity and Relationships’. Engaging in these activities during the Foundation Stage will enable children to begin to: acknowledge their own individuality and that of others, explore the relationships between themselves and those around them, meet visitors and engage with them in different ways, listen to stories and respond appropriately to them, participate, where appropriate, in some aspects of a variety of cultures, experience a variety of special occasions in the classroom and at school and talk about them, talk about and visit special places, share special things, including books, stories, and favourite possessions, respond to their experiences of nature and the world, experience a variety of ways of expressing meaning, attempting to use these when expressing their own ideas e.g. writing, talking, making, creating and roleplay.

By the end of Key Stage 1, pupils have the ability to express their own feelings, reactions and responses as well as learn to respond to others. They develop enquiry skills, to help them make sense of and respond to the world in which they live, while using words related to religion.

By the end of lower Key Stage 2, our pupils talk about and respond to questions about their own beliefs and lifestyles and make comparisons with other religions and worldviews. Information gathering skills are also developed and pupils use religious and other specialist vocabulary with growing confidence, building on and consolidating their learning from Key Stage 1.

By the end of upper Key Stage 2, our pupils develop an understanding of the connection between beliefs and actions. They use religious and technical vocabulary with greater confidence, explaining symbolism and abstract ideas with increasing depth of understanding. They research independently, using a wider range of sources. Pupils recognise that some questions do not have answers or could have a range of answers, depending on beliefs and experiences.

ASSESSMENT

We use assessments to inform and develop our teaching:

- A baseline assessment is used to establish what the child knows about the topic prior to teaching the topic.
- Pupils’ work is assessed, by making informal judgments as we observe them during lessons making broad, general conclusions from a range of evidence over a period of time rather than trying to measure learner’s progress against a step-by-step scale.
- To address misconceptions and challenge pupils’ learning, feedback and guidance is given during the lesson as much as possible.
- Marking should reflect the Keir Hardie marking policy, primarily punctuation, spelling and grammar, and should include a response question relating to the learning objective.
- Moderation of books, planning and lessons are done by the humanities team and is used to ensure that teachers’ assessments are accurate and precise.
- Children’s spirituality and personal beliefs are not assessed.

REPORTING

Parents are informed of the progress their child has made in the annual report to parents. During two parents' evenings throughout the year, parents do have the opportunity to look at their child's book and discuss any concerns or achievements with the class teacher.

The Religious Education lead, reports to governors in the annual governors report which is to be completed in the summer term. Religious Education is also reported on to the governor curriculum committee through a presentation by the Religious Education lead and book monitoring bi-annually.

MONITORING AND EVALUATION

Monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the Religious Education lead and the humanities team with support from the Senior Leadership Team. The work of the Religious Education lead involves supporting colleagues in the planning and teaching of Religious Education, being informed about current developments in the subject through affiliation to professional bodies such as the National Association of Teachers of Religious Education (NATRE) and R.E. Matters, and in providing a strategic lead and direction for the subject in the school. The head teacher allocates leadership time to the Religious Education lead so that they can support planning, model/team teach, review samples of children's work, conduct pupil interviews and undertake lesson observations of RE learning and teaching across the school.

ADDITIONAL NEEDS

Religious Education is taught within the guidelines of the school's equal-opportunities policy. We ensure that all our pupils at Keir Hardie Primary are valued, respected and challenged and have the opportunity to develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures regardless of gender, race, religion, social background and physical or intellectual ability. More able learners or pupils working at greater depth level, can be stretched through differentiated group work including extra challenges. In whole class activities, high level and directed questioning towards the more able can be used to maintain their involvement.

For our special education needs (SEND) pupils, individual educational plans are used to inform planning and where necessary one-to-one support is provided. Low level and directed questioning towards the less able can be used to maintain their involvement.

Lessons included visual stimuli, speaking and listening activities, teacher and peer modelling to allow our EMA pupils to access the lesson effectively.

HEALTH AND SAFETY

Teachers must ensure that the learning environment for Religious Education provides safe working practices and is in accordance with the school's Healthy and Safety Policy. Preliminary visits and Risk Assessments should be completed at least two weeks prior to all Educational visits and CRB checks should be obtained for any visitors.