

St Nicolas and St Mary CE Primary School

Subject: Religious Education Subject Leader(s): Victoria Bishop

Updated/Last reviewed: 23.3.22

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| 1 | Intent - <i>What we are trying to achieve through our curriculum</i> |
| 1.1 | <p>Vision</p> <p>We believe that Religious Education should inspire pupils to think deeply about the world around them and their relationship with it. RE lessons are an opportunity for children to explore their own beliefs as well as learn about the beliefs and practices of major world religions and views. Our RE teaching encourages children to reflect on Big Questions and consider what we can learn both from Christianity and other faiths, leading children to be respectful, tolerant and knowledgeable learners.</p> |
| 1.2 | <p>Programme of education</p> <p>Our curriculum has the Church of England's document - <i>Religious Education in Church of England Schools - A Statement of Entitlement</i> at its heart, which states that: "Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."</p> <p>During their time at school, pupils will learn about different religions and world views, with a key focus on Christianity, being the main religious tradition in this country. The teaching of Christianity, Judaism and Islam is taught in both KS1 and 2 so that children can develop a depth and breadth of understanding over time. Pupils will also learn about Hinduism and Buddhism in KS2 and have further lessons on Christianity and Judaism.</p> <p>Religious Education is co-ordinated to ensure the highest quality of learning experiences for pupils and to cover the requirements of the West Sussex Locally Agreed RE Syllabus (2020-25). It is our school policy that RE is taught as a core subject by qualified teachers and where possible, by the class teacher.</p> <p>The school teaches at least 36 hours of RE per year in Reception/KS1 and at least 45 hours per year in KS2, as per the West Sussex Agreed Syllabus. This is sometimes linked to and extended from the worship theme, PSHE lessons and other cross-curricular work. At Christmas and Easter time, children take part in additional special themed RE days to ensure greater progression of learning and allow more time for reflection and re-enact a 'Live of Christ Passion Play' every four years.</p> |

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| 1.3 | <p>Statutory Requirements</p> <p>A high-quality Religious Education curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. Furthermore, as a Church school, it is our intent that we provide excellent practice in the teaching of RE. Our RE curriculum is inspected regularly as part of the Section 48 inspection (SIAMS).</p> |
| 1.4 | <p>Spiritual, Moral, Social and Cultural development (SMSC)</p> <p><i>See SMSC policy for more information</i></p> <p>It is our intent that RE teaches pupils to become more reflective and aware of themselves and the world around them. RE will enable children to gain an understanding of other people's faiths, cultures and beliefs and also to develop their own spirituality and ideas about religion. Our RE curriculum fully supports SMSC development.</p> |
| 1.5 | <p>Related Policies</p> <p>Please see the SMSC Policy, Worship Policy and Teaching and Learning Policy.</p> |
| 1.6 | <p>Inclusion</p> <p>In RE we have high expectations for all pupils including those who are more able, have low prior attainment, from disadvantaged backgrounds, have SEN and/or disabilities or English as an additional language (EAL). Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report. We ensure that the work being covered is appropriate to pupils who come from any religious background or none. It is our intent that pupils will also develop 'cultural capital' in a wide range of ways - as documented below.</p> <p>Withdrawal from RE</p> <p>Parents can request that their child is withdrawn from RE. If this is requested, parents/carers are interviewed by the headteacher to clarify the beliefs and practices that they wish their child to be excluded from and to see if there is a way of enabling the child to remain part or all of the curriculum.</p> |

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| 2 | Implementation – <i>How we deliver our curriculum</i> |
| 2.1 | <p>Planning</p> <p><i>Please see our Curriculum Map and RE Planning Guidance for detailed information on our RE Planning and school expectations.</i></p> <p>As a school we have chosen to plan from the Diocese recommended Understanding Christianity resource for all teaching on Christianity across the school. In addition, in Reception, the children are also taught using Understanding Christianity accredited resources written by Gill Vaisey, which are tailored to meet Early Years objectives. They also share stories from other religions and learn about key festivals such as Diwali.</p> <p>For the teaching of other faiths and world views we use planning from a range of sources, including the Emmanuel Project, Islam lesson plans written by Lat Baylock and school planning linked to our topics.</p> <ul style="list-style-type: none"> • In KS1, Christianity is taught for 2/3 of the time and Judaism/Islam for 1/3 of the time in Year 1 and Judaism for 1/3 of the time in Year 2. • In KS2, Christianity is taught for 2/3 of the time and other religions for the remaining 1/3. • This is normally timetabled in on a weekly basis but at times may be blocks of work eg themed RE days. • All units of RE are linked to a Big Question related to the learning. |
| 2.2 | <p>Resources</p> <p>In RE lessons, children have access to a wide range of resources including persona dolls, religious artefacts, texts and stories and online videos. At the beginning of Year 3, children are presented with their own Bibles by the local clergy, which are then used in Christianity lessons. Each class has an RE display featuring the Big Question for the unit they are studying and relevant work and information. Resources are also borrowed from the Diocese as necessary.</p> |
| 2.3 | <p>Teaching</p> <p>RE is always taught by teachers and where possible, by the class teacher.</p> |
| 2.4 | <p>Enrichment</p> <p>Our RE curriculum is enriched by visits to places of worship, visitors in school, special RE days for more able pupils, themed days and cross curricular activities.</p> |
| 2.5 | <p>Health and Safety</p> <p>Our priority is to deliver the curriculum in a safe way and we undertake risk assessments, where necessary, for trips and enrichment activities in school.</p> |

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| 2.6 | <p>Professional Development</p> <p>The RE Subject Leader/s stays up to date with research and good practice by attending RE Network Meetings organised by the Diocese, local RE network meetings, relevant training and being a part of online forums. Subject Leader/s also facilitate Diocese RE training for new members of staff and organise CPD sessions in staff meetings. Teachers have access to a range of books and online resources to develop subject knowledge.</p> |
| 2.7 | <p>Inclusion</p> <p>In order to implement a fully inclusive RE curriculum, which is accessible and challenging for all pupils, including those who are more able, have low prior attainment, from disadvantaged backgrounds, have SEN and/or disabilities or English as an additional language (EAL), we use a range of Quality First Teaching strategies including:</p> <ul style="list-style-type: none"> • Discussing Big Questions to extend thinking • Learning in a cross curricular way through Art, Design and Technology, Drama and English • Modelling to aid understanding and build independence • Sequencing the curriculum so that core concepts and values are revisited and pupils can dig deeper and embed their understanding • Linking learning to real-life and given contexts within the world, local community or school • Children working in flexible mixed ability 'Journey Together' partners or groups • Using visuals such as artefacts, videos and pictures • Use of knowledge organisers containing key facts, pictures and vocabulary • Use of working walls to display key concepts and vocabulary • Using stories to capture interest into people and events • More able pupils being given opportunities to attend RE workshops with other schools • Additional support from Teachers and TAs where necessary <p>Pupils will develop 'cultural capital' in a range of different ways including:</p> <ul style="list-style-type: none"> • Trips to local places of worship eg Christian churches and the Worthing Masjid. • Visitors from different faiths coming into school including close relationships with the local clergy and church communities. • Opportunities to explore texts and artefacts from different religions and world views. • Exploring a wide range of religious texts • Use of Persona dolls • Use of the Revd Freddie Fisher puppets in the Early Years • Re-enactments of different religious festivals eg Passover and Holi • RE lessons are linked to topics where possible eg Buddhism to Mountains and Rivers and Judaism to World War II • Receiving their own Bible in Year 3, which is used throughout RE lessons in KS2 • Lessons delivered by Walk Through the Bible in Year 5 • Taking part in Nativities in the EYFS and Year 2 • Taking part in themed RE days and a whole school Passion Play |

| 3 | Impact – <i>How we know what difference our curriculum is making</i> |
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| 3.1 | <p data-bbox="272 286 448 315">Assessment</p> <p data-bbox="272 353 1353 421">Teachers use a variety of means of assessing pupils’ work in line with the whole school assessment policy and the requirements of the curriculum. This will include:</p> <ul data-bbox="320 499 1334 663" style="list-style-type: none"> • the regular reviewing of pupils’ work against learning objectives • listening to pupil discussion during RE lessons • set assessment tasks at the end of each unit of work • Tracking progress using in house systems each half term and annually on Target Tracker <p data-bbox="272 696 1347 763">Pupils’ achievement in RE is reported in the annual pupil reports and passed on to the next class teacher.</p> |
| 3.2 | <p data-bbox="272 831 879 860">Subject Leaders Monitoring and Evaluation</p> <p data-bbox="272 898 1385 965">RE Subject Leader/s are responsible for monitoring the subject throughout the school and making evaluations about pupils’ progress. Examples of this include:</p> <ul data-bbox="320 999 1331 1196" style="list-style-type: none"> • Looking at the quality of pupil’s learning and progress • Looking at the effectiveness of teaching RE • Looking at progression within the curriculum in terms of key concepts and skills • Reporting information to Governors • Monitoring resources and the environment <p data-bbox="272 1229 608 1258">This will be done through:</p> <ul data-bbox="320 1292 1347 1592" style="list-style-type: none"> • Discussions at staff meetings, training days and other appropriate times • Overseeing colleagues medium and short term planning • Sampling children’s work • Talking to pupils about their work • Undertaking learning walks • Involving others such as the governor responsible for R.E. • Moderating work with other schools where possible • Reviewing against the criteria set in Strand 7 of the new SIAMS framework which evaluates the effectiveness of Religious Education. |
| 3.3 | <p data-bbox="272 1697 568 1727">School improvement</p> <p data-bbox="272 1765 1310 1832">Issues identified are dealt with by the Subject Leader/s with, where needed, the support of the SLT.</p> |

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The Governing Board

As a voluntary aided school, the Governors have a special responsibility for the RE in the school and it is expected that the Worship and Ethos Committee, who are responsible for RE, will take a particular interest in its formation, delivery, assessment, monitoring and reporting. This will include Governor Visits with a focus on RE, including interviews with the Subject Leader/s, pupils, learning walks and book looks. The RE Subject Leader reports to the Governors at their termly Worship and Ethos meeting and the Governors review the RE Policy and curriculum annually.