

# Yorke Mead Primary School

## Religious Education Policy

September 2020



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## Rationale and Ethos

Religious Education is a compulsory subject within the National Curriculum and is relevant for living in the wider society that we live in today. It underpins the rich diversity in our communities and in teaching it, we are promoting social cohesion, respect and empathy.

RE is a subject that is to be valued in its own right. It works as part of a wider curriculum that helps to promote curiosity in children and helps to bring the big and ethical questions we have about life to the forefront.

RE is much more than teaching students about religion. RE teaches students how to understand their peers and community. (Teach:RE)

At Yorke mead we follow the Agreed Hertfordshire Agreed Syllabus for Religious Education 2017-2022 to help our pupils to gain an understanding of the 6 main religions, namely Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. The curriculum also covers aspects of the Humanists beliefs as well as that of Atheists. We believe everyone has a right to have their beliefs listened to and respected by others.

## Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## Aims of the RE Curriculum

*The Hertfordshire Agreed Syllabus for RE states:*

"The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and world views, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints."

## Aims

The curriculum for RE aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom** and their impact whilst exploring **personal critical responses**.

### **A. Sources of wisdom and their impact:**

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning.
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities.
- recognise and explore the diversity which exists within and between religious traditions.

### **B Personal and critical responses**

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues.
- engage with questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility.
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

**At Yorke Mead we believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.**

**RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.**

## Curriculum Design

The Hertfordshire Agreed Syllabus for RE sets out programmes of study which are intended to allow maximum flexibility to schools and teachers. We have chosen to follow their suggested whole school approach following **the 8 key areas of RE** within each key stage which are:

1. Beliefs and practices
2. Sources of wisdom
3. Symbols and actions
4. Prayer, worship and reflection
5. Identity and belonging
6. Ultimate questions
7. Human responsibility and values
8. Justice and fairness.

(PLEASE NOTE: These 8 areas will be visited across each key stage. The document Religion for Today and Tomorrow is used as a supplementary non-statutory guidance published by Herts for Learning.)

Below is an outline of what each age phase will cover.

EYFS (Nursery and Reception)	Children will encounter Christianity and religions and beliefs represented in their class, school or local community. RE will support a growing sense of the child's awareness of self, their own community and their place within this.
Years 1 and 2	A minimum of 2 religions are to be studied. Christianity and at least one other religion. Judaism and Islam are recommended (or the predominant local religions and beliefs represented). Pupils may also learn from other religions in thematic units.
Years 3 and 4 Years 5 and 6	A minimum of 4 religions are to be studied. Christianity and at least 3 principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Recommended focus faiths for lower KS2 – Christianity (Islam, Hinduism, Sikhism). Recommended focus faiths for upper KS2 – Christianity (Judaism, Buddhism). All 6 principle religions will have been introduced or revisited by the end of KS2.

### How the RE curriculum meets the needs of children at Yorke Mead

Yorke Mead is set in a small town which is becoming increasingly diverse where there is an ever-growing presence of different backgrounds, cultures and religions. Children that attend Yorke Mead therefore have the advantage of drawing knowledge from its pupils as well as staff.

Yorke Mead children also have the opportunity to learn about RE from ways other than lessons taught in the classroom. For example, assemblies will be used to cover RE content as well as inviting the local minister to talk ideas and themes from Christianity. Visits to places of worship from a variety of faiths are evident across the school and children gain a great deal of knowledge and understanding from these. There is also a themed India Day in Year 1 which the children always look forward to as they explore certain practices and beliefs from the Hindu faith, which is complemented by a visit to the Neasden Temple in Wembley.

### How the RE curriculum supports the development of children's reading

RE is undoubtedly used to support the development of children's reading at Yorke Mead school. At one end, it begins from a basic level where children look at symbols of different faiths, thinking about why those pictures are used to represent each religion. At the other end children also have the opportunity to look at religious texts which includes stories that derive from them. These stories are often used in Literacy planning and we also use sets of books about each religion as a guided reading text. These are very useful contemporary non-fiction texts to explore with the children, which help to cover discussions about the features of this genre as well as covering the RE content. Children are invited to read them and as they have vocabulary from different languages, it encourages children to break up and decode new words drawing from their phonic knowledge. As well as this, children are often given key words as a point of reference to use for their work. They are also encouraged to read along when powerpoints are used in class, pausing where necessary to explore words they are unsure about.

### How the RE curriculum supports children's spiritual, moral, cultural, social development RE by its nature, has an integral role to play in the development of SMSC development.

#### Spiritual –

Through RE, children will reflect on their own beliefs, religious or otherwise, that helps them to build their spiritual perspective on life, but at the same time, emphasising the need to respect others for their different beliefs, feelings and values.

#### Moral –

For people who belong to a faith, religion can provide a moral compass as they live their daily lives. This will open-up discussion, even for those who do not prescribe to a faith, to discuss and recognise the difference between right and wrong, using stories and everyday anecdotes to explore this concept. Children will also consider the laws of the land to see how legal boundaries can affect and guide one's idea of what is moral and what is not.

#### Cultural –

The teaching of RE develops an awareness of different cultures that exist in this country, which will help to build cohesion in the school and the wider community. Children will respect one another's cultures, preparing them for life in a modern diverse Great Britain.

## Social –

Yorke Mead is becoming an increasingly diverse school helping to enrich the curriculum with first hand experience and knowledge from pupils that come from a wide range of religious, cultural, ethnic and socio-economic backgrounds. Children will work alongside their peers promoting tolerance and respect towards others helping to build a cooperative community within the school environment, and also as they enter wider society.

## How the RE curriculum supports children’s emotional well being

A brief overview of how the RE curriculum supports the development of the whole child. Please read this in conjunction with the school document 'Personal Development at Yorke Mead'.

<b>SMSC</b> Spiritual, Moral, Social & Cultural Development	<b>British Values</b> Democracy Rule of law Individual liberty Mutual respect Tolerance	<b>Character Education</b> The teaching of core values: trustworthiness, respect, responsibility, fairness, caring and citizenship. (Character Counts: pillars of character)	<b>Cultural Capital</b> Ofsted describe this as “the essential knowledge that children need to be educated citizens.....to prepare them for their future success.”	<b>5 Ways to Wellbeing</b>  Connect Be active Take notice Keep learning Give
<b>Children explore themes such as identity and belonging. Develops respect for different cultures, faiths and beliefs. Preparation for living in an increasingly diverse Great Britain,</b>	These values are the essence of RE teaching: Children will need to learn RE in a <b>democratic</b> classroom, with set class <b>rules</b> for sensible debate and discussion allowing <b>individuals</b> to express their views in a safe, talking with their peers in a <b>respectful</b> way, <b>tolerating</b> beliefs that maybe different to their own.	These core values undoubtedly underpin and overlap with the teaching of RE in the classroom. RE strives to promote the growth of one’s character and to develop into someone who is a <b>good citizen</b> exhibiting these values in the wider world.	RE instils cultural capital within its curriculum, by encouraging children to express themselves as a respectful member of society and at the same time “appreciating human creativity and achievement.”	<b>RE connects</b> people from different walks of life, it talks about ways in which one can <b>look after one’s body</b> , taking <b>notice</b> to appreciate kindness from others, to keep learning about different faiths as long as they are present in our world and promote a culture of <b>giving</b> for the betterment of others through time and charity.

## Organisation and planning

### Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

RE is part of the *EXPLORE* team along with Geography and History.

At Yorke mead we follow the Herts Agreed Syllabus of RE 2017-2022.

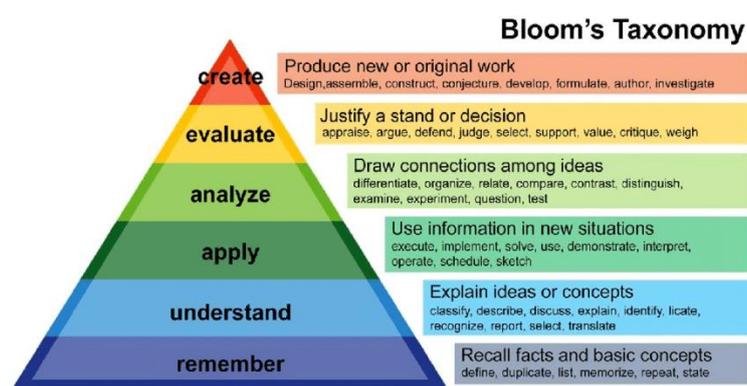
The approach taken for the RE curriculum is based around 8 key areas of learning which aim to “enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.” (Herts Agreed Syllabus of RE)

The eight areas are: beliefs and practices, sources of wisdom, symbols and actions, prayer worship and reflection, identity and belonging, ultimate questions, human responsibility and values, and justice and fairness.

We also refer to the recommended non-statutory additional guidance called **Religion for Today and Tomorrow** which provides questions and ideas to develop learning at each key stage.

## Planning –

Teachers at Yorke Mead are provided with a broad long term plan by Herts Agreed Syllabus outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher’s job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher. There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.



In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

## Progression and Sequence of Learning

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows The Herts Agreed Syllabus. The enquiry based approach set out in 'Religion for Today and Tomorrow' non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017-2022/ some additional elements of the previous Hertfordshire Primary Scheme of Work for RE (2012-2017) have been retained/ we draw upon to resources provided by the Understanding Christianity project. Our long-term planning builds-in coverage of and progression in both the content and concepts outlined in the eight key areas of learning. Our schemes of work ensure that pupils have encountered and explored the religions through the EYFS and Key Stage/s 1 and 2. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate

## Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This RE curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

## Assessment for Learning

Assessment has two main functions: as a guide to planning (i.e. assessment for learning); and in order to summarise what a pupil has learned (i.e. assessment of learning). The former should be used at all times to inform planning. The latter will be used more usually when report writing or preparing for consultation meetings with parents. Teachers will be able to monitor the progress of the children within a lesson and use the plenary time to explore unanswered questions or allow further discussion if necessary.

Teachers will also use the 'I can...' skills assessment sheet to help them consider where the children need to go next and feed this back to the next class teacher as well as the RE subject leader at the end of the summer term, which will be used to inform future RE planning.

The relevant subject leader will monitor how RE work is recorded in books and also monitor if RE is evident in any displays around the class/school to reinforce to children that RE is a valued subject within the curriculum. The subject leader will also use the following ways to assess the teaching of RE in the school:

- Learning walks
- Planning scrutiny
- Monitoring work (possibly through observations or book scrutiny)
- Pupil voice
- Discussions with staff
- Analysis and moderation of assessment data collected from class teachers.

At the end of the academic year, the RE subject leader will collect in the 'I can...' assessment sheets from across the key stages and calculate the number of children who are working *above*, *at* and *below* ARE. This information will inform teacher the children who are likely to require greater depth questioning, as well as those who will require support in future RE lessons. Teachers will also be aware of those children who need help to reach the next level.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## Safeguarding and Safe Practise

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such:

1. *Working with potentially hazardous equipment e.g. scissors.*
2. *School trips*

There are times when children may be more likely to disclose a safeguarding concern, for example as part of RE children will consider the themes of **Identity and belonging**, **ultimate questions** and **Justice and Fairness**. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## The role of the RE subject leader

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the RE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for RE to support individual teachers in their planning
- The amount of time provided for teaching RE is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the RE are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the RE curriculum are available and accessible to staff.
- The policy and practise within RE is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the RE curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to RE.

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

## Policy Review

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

## Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

## Appendices

1. Hertfordshire Agreed Syllabus of Religious Education 2017-2022
2. Religion for Today and Tomorrow
3. Understanding Christianity

PLEASE NOTE: All of the above are publications can be found on the Herts Grid:

<https://www.thegrid.org.uk/learning/>