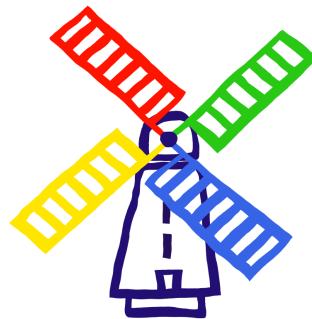


Religious Education (RE) Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **October 2024**
Policy Review Date: **October 2025**
Headteacher: **Mrs Gemma Hillier**



Widmer End Community Combined School & Pre-School

Religious Education (RE) Policy

Introduction

Religious Education (RE) at Widmer End CC School is taught in accordance with the approaches and aims of the 'Buckinghamshire Agreed Syllabus'. It is taught through a series of key questions from which major world religions, and the beliefs of the children at our school hold. This, along with addressing some of the most fundamental questions asked by humankind, make up our RE curriculum.

In detail, the four aims of the Buckinghamshire Agreed Syllabus are as follows:

RE enables pupils to:

1. Understand the nature, role and significance of religion and world views, locally, nationally and globally.
2. Reflect on questions of meaning, purpose and value.
3. Formulate reasoned opinion and argument
4. Enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common and respecting a shared humanity that can be experienced, expressed and responded to in diverse ways.

(Buckinghamshire Agreed Syllabus, 2022-2027)

Legislation and Guidance

RE is part of the basic curriculum and is statutory for all state-funded schools. The national requirements for RE are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act which state:

'Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of other principle religions represented in Great Britain.'

The 1988 Education Reform Act (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 (1988) states:

'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

Our school RE curriculum meets the requirements of the [Buckinghamshire SACRE Agreed Syllabus](#) (updated June 2022) and is aligned to national non- statutory guidance. In addition, our RE curriculum acknowledges the requirements for promoting the learning and development of children set out in the EYFS statutory framework. We follow the Twinkl PlanIt RE programme as our scheme of work.



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Intent, implementation and impact

By following Twinkl PlanIt RE at Widmer End we intend that Religious Education lessons will:

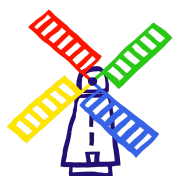
- Offer a broad and rich RE curriculum to allow for coverage of the areas prescribed.
- Allow for a variety of ways to explore religions, their community and personal development and wellbeing.
- Provide a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.
- Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.
- SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.
- The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation of Religious Education lessons:

- Offer a broad range of study for children studying RE. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings.
- Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2.
- There are unit overviews available for each Twinkl Planit unit, which demonstrates where challenge and differentiation will show development of skills.
- As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes.

Impact of Religious Education lessons:

- Children will have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion.
- All children will be more informed about their position in the world, and the decisions they can make impacting their future.



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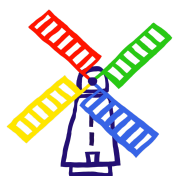
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- All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live.
- The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.
- Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

Our RE Curriculum

Twinkl PlanIt RE covers all areas of RE for the primary phase; Christianity plus a variety of other religions and worldviews are taught in each year group. The grid below shows specific enquiries for each year group.

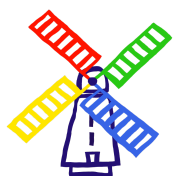
Foundation Stage 1/2:	
<i>Enquiry question</i>	<i>Religions studied:</i>
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.
Year 1:	
What do stories from different religions teach us about kindness?	Various
Why is the giving of gifts important in religious celebrations?	Islam and Christianity
What do stories from different religions teach us about friendship?	Hinduism, Buddhism and Christianity
Why is Easter such an important time for Christians?	Christianity
What is a ritual and what different religious rituals are there?	Various
What are places of worship and why are they important?	Judaism, Hinduism and Christianity



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Year 2:	
How do different religions teach the importance of nature?	Various
Why is light important in many religions?	Christianity, Hinduism and Judaism
How do rules and routines help us in our everyday lives?	Various
How are beginnings and endings marked in special ways?	Sikhism and Christianity
How do people feel at important ceremonies?	Various
What happens in different places of worship?	Islam, Sikhism and Buddhism
Year 3:	
How does Dharma guide a Hindu's life?	Hinduism
What is the most significant part of the Christmas story for Christians?	Christianity
What are the key aspects of the Muslim faith?	Islam
What is "good" about Good Friday?	Christianity
How does a Sikh show their faith?	Sikhism
How does a Jew show their commitment to God?	Judaism
Year 4:	
How does a Buddhist show their faith?	Buddhism
How does faith influence people's lives?	Various
What are the key aspects of the Christian faith?	Christianity
What role does food play within religions?	Judaism, Christianity and Islam
What are pilgrimages and what role do they have in religion?	Various
What is the Bible and how is it used by Christians around the world?	Christianity
Year 5:	
What is worship and how do believers worship differently?	Various
What is the true meaning of Christmas and is it still present today?	Christianity
How does the concept of peace compare and contrast across different religions?	Various
What is forgiveness and what role does it play in world religions?	Judaism and Buddhism
Why did Jesus perform miracles and what did they mean?	Christianity



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How are religious and non-religious commitments shown in various ways?	Various
Year 6:	
What is the difference between religious and non-religious worldviews?	Humanism
What are the similarities and differences in the two accounts of the Christmas story in the Bible?	Christianity
How do creation stories from different religions and cultures compare and contrast?	Various
Was Jesus' death part of God's plan?	Christianity
What is freedom and justice and is one more important than the other?	Various
What is eternity?	Various

All children are taught by Widmer End school teaching staff for the majority of their RE lessons. Children from Reception to Year 6 have discrete weekly 30 minute lessons during curriculum time each week.

The long term planning is mapped out by the subject lead and highlights the units which will be taught throughout the year. Both medium and short term planning is carried out by the teacher.

Inclusion

Our curriculum for RE reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: More able pupils, Pupils with low prior attainment, Pupils from disadvantaged backgrounds, Pupils with SEN, Pupils with English as an additional language (EAL).

Teachers will adapt lesson plans so that all pupils can study RE and ensure that there are no barriers to every pupil achieving. Teachers will tailor each enquiry to meet the needs of the children in their classes.

Assessment and Recording



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Teachers assess children's work in RE by making summary judgements as they observe the children during lessons and whilst marking the work in relation to the national curriculum levels of attainment at the end of each unit of work. Teachers mark a piece of work once it has been completed in line with the school's marking policy. Assessments are used as a basis for assessing the progress of each child, to inform future planning and setting of new goals. RE is assessed by the class teacher or the person teaching RE to the class. Most assessment is carried out through tasks planned into the learning itself as well as by end of unit assessment of learning and reflection. Each enquiry has the opportunity for teacher assessment to ensure children are making progress with their learning throughout their RE, assisting the teacher in assessing whether a child is working at the expected level or towards or beyond it. As learning is assessed, children have the opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Children are assessed over three aspects of learning:

1. a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
2. knowledge and understanding of the material/religion being studied to answer the enquiry question.
3. evaluation/critical thinking in relation to the enquiry question

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, teachers document each child's attainment termly, to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues



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Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- Curriculum newsletters
- Displays
- Parent/Teacher meetings
- School events

Withdrawal from RE lessons

Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and RE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.



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As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Resources, Trips and Visitors

RE Resources are stored in a central cupboard (at the back of the library). We have a wide range of resources, artefacts and activities suitable to support the teaching of each of the principle faiths. Some useful books can also be found in the school library as well as a collection of teacher books, Bibles, English translation of the Qur'an and posters. We also have a supply of RE topic books which are available to be taken into classrooms when required.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to RE and links are made to the UN Convention on the Rights of the Child.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

Risk Assessments are in place for all school sporting trips, along with the requirement to record and submit all intended visits on the Evolve School Visits system. All school sporting trips and visits must have first been submitted to Evolve and Head Teacher for approval before a visit can go ahead.

Monitoring and evaluation

The subject leader will monitor the way RE is taught throughout the school by various methods including regular reviews of planning, carrying out learning walks and book scrutinise as appropriate. There will be opportunities to meet with children to listen to the pupils' opinions.

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and 'book looks' to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes



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- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies as appropriate.

Roles and responsibilities

The Subject Leader

It is the role of the RE subject leader to ensure that there is a continual drive to raise standards in the teaching and learning of RE. This is carried out in a number of ways:

1. Monitoring the teaching and learning of RE and to ensure that children know more, understand more and remember more about each religion taught.
2. Reviewing and adapting an exciting and stimulating scheme of work
3. Maintaining and developing a rich and varied range of resources (update the Budget Bid annually)
4. Identifying and attending INSET/ courses including regular updating on subject knowledge and providing staff with appropriate feedback.
5. Providing guidance and support to all members of staff, and generally promoting the subject within the school.
6. Forging links with the community in particular with our local church and charitable organisations
7. Supporting teachers to provide enriching learning experiences for pupils such as visits/ talks from members of other faiths, visits to places of worship etc.
8. Writing, implementing, monitoring and evaluation of the annual RE subject action plan.

The Staff

- Staff will ensure that the school curriculum is implemented in accordance with this policy.

The Headteacher

- The headteacher is responsible for ensuring that this policy is adhered to. This policy will be reviewed by the headteacher and shared with the full governing board.



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The Governors

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

Teaching and Learning Policy

Equal Opportunities Policy

Child Protection Policy

SMSC Policy

British Values

Prevent Strategy