



# RELIGIOUS EDUCATION POLICY

**Name of Governing Body Representative:** Kristofer McGhee

**Signed by (GBR):**

**Date:** 23/09/2022

**Next review due by:** 23/09/2025



## Our Commitment to Staff

### Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

## Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.



# Introduction and Overview

## Contents

1. Curriculum Statement
2. Intent; Implementation; Impact
3. Teaching and Learning
4. Assessment
5. Planning and Resources
6. Expectations
7. Role of the Subject Leader

## Curriculum Statement

### Rationale

Religious Education makes a vital contribution to the education of our children at Princess May Primary school. It enables teachers to foster children's spiritual, moral, social and cultural development and engages children in learning about and from religion. Through the study of beliefs and practices children are given the opportunity to think about ultimate questions that concern all of humanity. Children are able to develop skills such as empathy, interpretation, expression and evaluation. RE lessons play a vital role in enhancing the school ethos of respect, responsibility, determination, aspiration and empathy. RE contributes to PSHCE, and multi-cultural awareness.

The 1988 Education Reform Act provides a legal framework for the provision of Religious Education and states that Religious Education must be taught to all pupils aged 5-18. At Princess May Primary School, we follow the Hackney Agreed Syllabus for Religious Education which is a statutory order.

In accordance with the 1988 Act, the Agreed syllabus reflects the fact that religious traditions in Great Britain are in the main Christian whilst taking account of teachings and practices of other principal world religions represented in Great Britain. At Princess May Primary School Foundation Stage, Key Stage 1 and 2 children focus on Christianity, Hinduism, Sikhism and Islam, Buddhism and Judaism.

Legally, the Agreed Syllabus must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. We at Princess May Primary School treat all belief systems with respect and encourage children to do the same.

## Aims

Religious Education at Princess May Primary School provides opportunities for the children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the principal religions represented in Great Britain.
- Develop awareness of and respond to fundamental questions of life raised by human experience and how religious teaching can relate to them.
- Reflect on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people respecting their right to hold beliefs different to their own and living in a society of diverse religions.

These aims are underpinned by the ethos and aims at Princess May Primary School. We emphasise the importance of children being aware of and respecting the needs of others in a caring, multi-cultural community. The children will learn about religions by focusing on traditional belief systems. This will be developed by considering questions of human experience in the light of the children's knowledge of the religion and learn from this by being encouraged to develop their own beliefs and values.



## Intent

In line with the current Hackney Agreed Syllabus for Religious Education, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and nonreligious beliefs and worldviews, practices and ways of life.
- Develop knowledge and understanding of all members that make up our rich and diverse community.
- As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

The syllabus has been created in a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. The syllabus also allows for teachers to be flexible and adapt the term in which units are taught in their year group, to allow for cross-curricular links or involvement with parents or other members of the community. Hackney SACRE promote RE and Collective Worship in the Borough, develop the good teaching of Religious Education in schools and support community cohesion. At Princess May Primary School, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

## Implementation

RE is taught weekly, with planned opportunities to link with key dates and religious festivals, opportunities to celebrate festivals and religions with greater relevance and consistency. Work is recorded in RE books and can be evidenced with a variety of outcomes suggested on the scheme of work, written piece, artwork, photo.

Religious education is taught in our school (according to the Hackney Agreed Syllabus Religious Education 2013, revised April 2019):

1. Open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
2. It endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
3. Promotes the values and attitudes necessary for citizenship in a multi-faith and multiracial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
4. Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
5. Is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.
6. Promotes community cohesion through linking with partner schools.
7. Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

## Impact

At Princess May Primary School, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work taught and learnt during each year group's RE week will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

## Cultural Capital

As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.



# Teaching and Learning

## Whole School Religious Education Principles

### At Princess May:

- Religious Education allows us to experience the similarities and differences within our multi-cultural community.
- Religious Education creates wonder and awe.
- Religious Education develops enquiry through making links.

Our principles are displayed on the working wall in the classrooms throughout the duration of each Religious Education topic.

- Children are encouraged to ask their own questions and be given opportunities to celebrate and use their own experiences and research to discover the answers. This curiosity is celebrated within the classroom.
- Teachers ask a range of questions which enable all children to take part, listening carefully to answers and taking learning forward, using open and closed questions and allowing children time to think.
- Planning involves teachers creating engaging lessons, often involving high-quality religious artefacts, visits or visitors as resources to aid understanding of conceptual knowledge.
- Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- New vocabulary and challenging concepts are introduced through direct teaching.

This is developed through the years, in-keeping with the topics.

- Teachers demonstrate how to use religious artefacts, and or visitors in order to embed an understanding of religious practices and beliefs.
- Teachers find opportunities to develop children's understanding by accessing outdoor learning.

The teaching of Religious Education is organised in half termly units. This promotes depth in the teaching and learning of each Religious Education topic throughout the course of each topic. Religious Education lessons focus on the key features of learning about and learning from religion, so that children learn to use a variety of approaches to answer relevant questions.

## Cross curricular links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Religious Education lessons to other areas of the curriculum.

## Princess May Religious Education Ambassadors

At Princess May, we have selected a representative from each of our classes to become part of the team. Religious Education Ambassadors will play an important role in the promotion and development of Religious Education across our school.

### *Their responsibilities will include:*

- Keeping a journal to record the Religious Education activities they have completed in and out of school
- Selecting fun activities for homework projects and RE week celebrations

- Attending meetings to discuss ways we can improve Religious Education
- Subject monitoring/ auditing resources
- Visiting other primary schools to take part in borough led activities. Also, to meet with other RE ambassadors and share best practice.
- Planning Religious Education week and the Religious Education borough led activities.

## At home learning

Religious Education is a subject that relates to our understanding of the world around us. As such, it is one of the most relevant subjects that children can engage with at home. At Princess May we actively encourage children to continue their investigations into religious practices, beliefs, festivals and celebrations at home.



# Assessment

Children's progress is continually monitored throughout their time at Princess May Primary School and is used to inform future teaching and learning. By the end of each key stage, children are expected to know, apply and understand the, skills and knowledge specified in the relevant programme of study as set out in the Hackney Agreed Syllabus.

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria. Children are guided towards achievement of the main objective using levelled I can statements, provided by and explained by the teacher. These statements are also used as a peer marking assessment tool.

KWL grids (what I know, what I'd like to know and what I have learnt) are used to introduce each topic to promote pupil voice and ensure that the programme of study take account of the children's prior knowledge, understanding and interests. This strategy also ensures that misconceptions are quickly identified and addressed within the teaching sequence.

Assessment and review take place throughout the topic with the use of 'I Can Statements' and the KWL grid as well as a class-based end of unit assessment tests to conclude each Religious Education topic block.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. However, children are more formally assessed half termly in KS1 and KS2 using a variety of methods:

- Pupil's work and learning will be assessed during the designated RE week against the Hackney Agreed Syllabus 'I Can Statements'
- KWL to be used at the beginning and end of a unit.
- Observing children at work, individually, in pairs, in a group, and in classes

- Questioning, talking and listening to children
- Class-based end of unit assessment tests, project or essay that teachers may wish to create

## EYFS

In EYFS, we assess the children's Understanding of the World according to the Development Matters statements and some aspects of Expressive Arts Design are also Religious Education based.



# Planning and Resources

Planning is a process in which all teachers are involved. Planning should be done with parallel teachers. All teachers should keep a copy of the long term, medium term and weekly planning in their files.

For good Religious Education learning to take place evidence of the following should be found in classrooms:

- An active learning environment, showcasing the Princess May Religious Education Principles,.
- Religious Education Investigation station
- Children using open-ended investigations
- Where possible, children using the outdoor environment to explore Religious Education in a wider context
- Children being encouraged to ask questions and discussing their work and ideas.
- Children devising and conducting their own investigations within the context of the relevant curriculum content.
- Children recording their findings in a variety of ways.
- Children showing enjoyment in the activities they are undertaking.
- Cross curricular approaches to Religious Education.

We have sufficient, high-quality Religious Education resources to aid and support the teaching of all units and topics taught, from EYFS to Y6. We keep these in a central store, where they will be labelled and easily accessible to all staff. EYFS have a range of resources kept in classes, for simple access for children during exploration.

## Religious Education overview

We have used the Hackney Agreed Syllabus to map out our Religious Education units and to ensure all areas are covered by the end of KS2.

## Trips

We are constantly looking for new and meaningful experiences that will enrich the Religious Education understanding and investigative skills of the children we teach. There is a requirement that all classes have to go on a Religious Education based trip at least once a term.

## Marking

There should be at least one written piece of learning or photo evidence for Religious Education per week.

- A detailed response from the teacher detailing next steps, providing opportunities for children to respond – should be included.
- Pupil 'I Can Statements' to be kept up-to-date by pupils/teachers.



# Expectations

- Long term planning for Religious Education will be based on the agreed curriculum map for each year group.
- Medium term planning will take place every half term, and an overview of learning objectives written towards the Hackney Agreed Syllabus
- We are committed to link our learning in Religious Education to other areas of the curriculum. Speaking and Listening is actively promoted.
- The assessment of knowledge and skills will be planned for as part of the teaching process.
- Religious Education will be taught by the class teacher.
- Differentiation of activities will be made in the planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills. Most differentiation in Religious Education will be made through the use of questioning and support offered.
- Teachers in their planning of activities will consider safety issues. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use when undertaking Religious Education activities.
- Pupils will normally be organised into small groups and encouraged to work co-operatively for Religious Education work.
- A wide range of teaching and learning styles will be used, with an emphasis on investigative, rather than illustrative practical activities.
- Pupils will be involved in a variety of structured activities and in more open-ended investigative work.
- Lessons will be planned to develop good observational skills
- Religious Education in the Early Years is taught as an integral part of the Topic work covered throughout the year. There

is scientific content within the learning area, knowledge and understanding of the world.

- Floor books in the Early Years will be used on a weekly basis to record activities in Religious Education (Understand of the World area) and children's learning.
- Interactive displays of Religious Education work will be used to emphasise and raise the importance of Religious Education in the school. Where possible, investigation stations will be used in classrooms to help encourage child-led investigations.
- Equal opportunities in Religious Education will be given to all pupils. (See Equal Opportunities policy).
- Resource boxes linked to the themes of the 'Religious Education Topics' are kept in the Religious Education Room.

Respect



Responsibility



Determination



Aspiration



Empathy



# The Role of the Subject Leader

- Be responsible for the development of Religious Education in school.
- Monitor the effectiveness of Religious Education in school.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Be responsible for providing appropriate Religious Education resources

