

Warden House Primary School



Religious Education Policy

Agreed by the Senior Leadership Team: Term 6 2023

'RE is like an iceberg. As you unpack ideas, you come to understand deeper meanings'.

Anon

Intent

At Warden House Primary School, we believe that it is vital that children have access to cultural experiences whether they are from a religious background or not and it is important that our pupils learn from and about religion, helping them to understand the developing world around them. The RE curriculum at Warden House is designed to inspire the children and to help the children acquire and develop knowledge and understanding of Christianity and other key religions represented in Great Britain, to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. To ensure that the children secure their knowledge, links have been made across the different units and year groups to make certain that learning is built upon and we encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation

Sequence of learning and teaching practices for RE at Warden House are designed to help pupils consolidate and remember what they have been taught over a long period of time whilst also integrating new knowledge. RE is an exciting curriculum subjects and we employ a wide range of learning methods in our teaching. One of these is retrieval practice. Retrieval practice is embedded throughout the school in each subject; revisiting/recapping previous lessons and taking part in quizzes to highlight the pupils' knowledge and understanding. This method also identifies any challenging misconceptions that the children may have. We also use handle artefacts, share experiences, use art, music, dance and drama, use stories and pictures, visit local places of worship, respond to music, taste food from different religious festivals, and we also use quiet reflection to develop thoughts and ideas.

At Warden House, we use the Kent Agreed Syllabus, developed by RE Today and Kent SACRE. It has been agreed that we study the following religions:

- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

In EYFS, pupils will develop their understanding of the community. They will be able to talk about members of their immediate family and community, compare and contrast characters from stories (including figures from the past), understand that some places are special to members of their community, finally, they will recognise that people have different beliefs and celebrate special times in different ways.

In Key Stage 1, pupils will develop their knowledge and understanding of belonging to a faith community, special and sacred times, how we care for the world, sacred places, sacred books and Christianity, Islam and Judaism.

In Key Stage 2, pupils will revisit these areas of learning but will develop their understanding further. They will also learn about people's beliefs in God and why some people think he exists – coming from a Christian, Hindu and Islam focus, why people pray, expressing beliefs, places of worship, values of the 21st Century, Hinduism and Humanism.

Impact

The children at Warden House Primary enjoy learning about other religions and why people choose/do not choose to follow a religion. They enjoy learning creatively about the festivals and stories that have been told that shape how many live today. Through their learning of RE, the children are able to make links between their own lives and those of others in their community and in the wider world, developing their understanding of other people's cultures and ways of life. RE is invaluable in today's world and it is fundamental that all children have access to learn about the beliefs of others.

At Warden House Primary, we value and welcome the religious backgrounds of all members of the school community. All religions and their communities are treated with respect and sensitivity and we value the links which are made. Each year, we look forward to listening to the children's ideas flow and we are excited to develop links with the wider community.

Inclusion

In all classes, there are children with a range of abilities. We recognise this and provide support for all children where it is needed to help each individual child flourish. Each child is valued and respected.

Health and Safety

Teachers are required to ensure that risk assessments are completed before off-site trips are carried out.

Assessment, recording and reporting

The RE subject leader and class teacher are responsible for assessment, attainment and monitoring. Support is given to colleagues when needed, especially when new developments are made within the curriculum. Retrieval practice supports our assessments, and we regularly use formative assessment to make our judgements.

The role of the subject leader

The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of RE across the whole school.

Review

This policy will be reviewed by the *Senior* Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards its targets, with additional required action to be identified and tracked by the *Senior* Leadership team. Progress will be discussed with the school *Senior* Leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This policy was written by Sarah Glinn – Subject Leader