

Religious Education Policy



Warden House Primary School

Review date: Term 1 Summer 2022

'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 children will:

Begin to explore, learn and apply a range of skills to be learnt through opportunities in 'Understanding the World'. 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, they will recognise that people have different beliefs and celebrate special times in different ways. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for religious education:

ELG: People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

In KS1 children 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 KS2 children 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 can 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 of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross-curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Assessment, recording, reporting and feedback

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in religious education, in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding of knowledge, progression of skills, and confidence in discussing their learning.
- Monitoring of display and books.
- Feedback from parents and guests who attend show case events.

The role of the subject leader

The subject leader is responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Highlight / Celebrate successes.
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.
- Provide ongoing support to colleagues.
- Discussing resource needs with teachers.
- Identify areas of CPD need for religious education across the 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 against its action plan, with additional required action to be identified and tracked by the religious education subject leader. 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 Term 1 2021

Reviewed by Senior Leadership Team Term 1 2021

