

Bowlee Park Community Primary School

Religious Education (RE) Policy

Our School Motto; Knowledge...your passport to the world!

Bowlee Values – Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values – Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools – Article 28; ‘Every child has the right to an education’

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

UNCRC Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views taken seriously.

UNCRC Article 14: Every child has the right to think and believe what they choose and also practise their religion, as long as they are not stopping others from enjoying their rights.

1. CURRICULUM INTENT

The statutory basis of the Agreed Syllabus

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based; which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education to pupils at every Key Stage. All schools must publish their curriculum by subject and academic year

online (DfE 2014).

In supporting schools in fulfilling these requirements, the objectives of Rochdale SACRE's Agreed Syllabus are as follows.

1. To encourage all pupils and teachers to experience Religious Education as an exciting subject that feeds into an understanding of what it means to live in Rochdale and to promote harmony and good community relationships.
2. To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
3. To facilitate pupils' articulation of their own ideas and experience of religion, belief and spirituality.
4. To encourage teachers to produce Religious Education lessons that are challenging, inspiring and engaging to everyone.
5. To support teachers by enabling them to deliver Religious Education with academic rigour, multidisciplinary approaches and a variety of resources, but also to realise and experience for themselves that teaching Religious Education is not just a detached subject but something that they also benefit from and grow within.
6. To facilitate a wide scope and a fair approach to cross-religion studies relevant to the geographical influence of living in Rochdale whilst understanding that Rochdale is part of a larger country and world.
7. To develop an understanding of Religious Education as a discrete curriculum subject but also to be alert to its connections with other academic subjects (for example Sociology, Philosophy and Ethics, History and Literacy).
8. To assist pupils to engage critically with ideas and understanding of religion and belief systems given the nature of our society, its speed of change, growing media influences and public social influences. Religious Education studies how religions and worldviews shape and are shaped by the societies in which we live, promoting deepening understanding of those belief systems.
9. To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values so that schools will be supported in visiting places of worship, community meeting places and communicating with different social

groups across the local community.

10. To ensure that every pupil's statutory entitlement to Religious Education is met, irrespective of their faith or belief, and within this, to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice. (LEA Locally Agreed Syllabus 2019)

A Curriculum for Our Pupils

RE is an important and valuable subject. The principal aim of RE at Bowlee park is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Many of our children do not have a faith themselves and have minimal experiences of religion and so often start school with limited knowledge and skills involved in knowing about and learning from religion. Our curriculum is designed to broaden children's knowledge and understanding of religion so that we can develop children who are tolerant and respectful of other's differences and can live harmoniously in a multi-faith society. The RE curriculum provides rich, memorable learning experiences for our pupils, many of which come from a disadvantaged background. The ambition of our curriculum is to ensure high achievement for all pupils, including disadvantaged pupils and those with SEND.

A Curriculum of Breadth and Wider Opportunities

Rochdale's locally agreed syllabus places an emphasis on school such as ours, without a religious character, to deliver an RE curriculum that is inclusive of both religions and non-religious worldviews. At Bowlee Park all RE lessons are closely linked to the Rights Respecting Articles and where applicable they are also linked to British Values. Religions and non-religious worldviews are explored in a way that ensures children develop mutual respect and tolerance of those with different faiths and beliefs, these are essential life skills.

Progressive, Well-sequenced Learning that Embeds Knowledge.

We use NATRE's scheme of work to deliver our RE curriculum. It delivers progressive and cumulative knowledge acquisition. There are well-sequenced long and short term plans to ensure the logical teaching of knowledge and skills through each key stage, year group and in units of work. Knowledge, together with skills and experiences, leads to strong progress in RE

A Curriculum where Reading is a Priority

Reading has a high priority in our school and in our RE curriculum. It enables them to access the full curriculum. Children across KS1 and KS2 are given the opportunity to apply the reading skills taught in English lessons through accessing a wide-range of texts with religious themes and/or content. Analysing and interpreting these texts allows children to discuss the themes identified and in turn also promotes the skills involved in speaking and listening.

A Curriculum that Develops Core Values

Pupils know and understand our Bowlee Values. They know and understand our British values. Our RE curriculum enables our pupils to develop into respectful and well-informed citizens who are able to tolerate others and demonstrate respect towards the religious faiths and beliefs of others. As they learn more, children develop an understanding of the community to which they belong. During teaching and learning of RE links are made to the UNICEF Rights Respecting Schools Programme, which enables pupils develop their understanding of their rights in relation to faith and expressing their views, and ensures that pupils will be able to contribute towards building a better world.

The teaching and learning of RE enables pupils to become critical thinkers, by developing their own ideas and opinions in order to share these confidently yet considerately, whilst keeping an open mind. During RE lessons, pupils have regular opportunities to work cooperatively with their

peers in the form of debate and honest discussion whilst developing their resilience to others' thoughts and opinions which may differ from their own. This will be developed through challenging questions about the meaning and purpose of life, issues of right and wrong and what it means to be human. Pupils' views are taken seriously and given the chance to develop in a safe environment. In line with the rights respecting articles, pupils will learn that all children have the right to practise their own culture and religion (article 30) and that they have a right to find things out and share what they think with others, in any way they wish, as long as it does not harm or offend other people (article 13).

Aims in the Teaching of RE

The purpose of RE

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Principal aim of RE Teaching

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Our curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
- 2. Express ideas and insights about the nature, significance and impact of religions, so they can:**
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

RE Curriculum Planning

Our RE curriculum teaches all aspects of the subject as set out in the Rochdale Agreed Syllabus. We have chosen to use the scheme of work recommended by Rochdale's SACRE as the basis for our planning in RE. This scheme has been produced by NATRE. Where necessary we have adapted these plans to ensure they are tailored to the needs of our pupils.

Our long-term plan maps out the Religions covered in each term during each key stage, from the Early Years through to Year 6.

The individual lesson plans list the specific learning objectives and expected outcomes, and give details of how to teach the lessons and how success will be measured. The class teacher annotates these individual plans to review and adapt any future planning together with the subject leader.

The activities in RE build on the pupils' prior learning. They are progressive, ensuring pupils' skills, knowledge and understanding increase as they move through the school. Opportunities to revisit prior learning are integral to the curriculum and often skills and knowledge from one unit of work are reinforced by subsequent units.

The Early Years Foundation Stage

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS 7 areas of learning.

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

The Contribution of RE across the Curriculum

Religious Education contributes dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. The teaching of RE at Bowlee Park equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. RE develops pupils' aptitude for dialogue so they can participate positively in our society, with its diverse religions and worldviews. Pupils gain and deploy the skills needed to understand, interpret

and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the rights of others.

Ambition and Access for all to the RE Curriculum

We follow the principles of the Local agreed syllabus to meet the needs of all children in RE. We have ensured that the programme of study is well sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practice to ensure knowledge is retained and children make progress.

In RE we use two approaches to ensure we meet the needs of all pupils: adaptive teaching and differentiation.

The majority of children access age appropriate objectives through adaptive teaching. For all pupils (including those with SEND), teaching is adapted through a range of strategies including: breaking down learning into smaller chunks; adult support; reframing of questions; use of concrete and visual resources. Higher attainers are challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group coaching.

Differentiation is implemented through the support and intervention provided to different children. For some children (particularly those with the highest level of SEND), further differentiation is needed through the adaptation of learning objectives, teaching materials and strategies in order to access learning. If a child's needs are best met by following an alternative plan, then this will be planned by the class teacher, with the support of the SENCO. Teachers take into account the specific needs and targets set for pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, when planning and implementing the RE curriculum. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way

2. IMPLEMENTATION

Teaching and Learning of RE

At Bowlee Park our scheme of work for RE is based on the Rochdale's local agreed syllabus. The syllabus is delivered to pupils from the Early Years Foundation stage to year 6 and gives an insight into the following four major world faiths:

- Christianity
- Islam

- Judaism
- Hinduism

The long term plans come directly from what the locally agreed syllabus says we should teach in specific year groups. Each unit of work is planned from NATRE's scheme of work which links to Rochdale's Locally Agreed Syllabus. Plans have been adapted from the scheme of work to suit the needs of our school. We are committed to ensuring that all pupils achieve mastery in the key concepts of RE appropriate for their age group, in order for them to make genuine progress and avoid gaps in their understanding.

Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content, whilst at the same time challenging and supporting pupils to gain depth of knowledge, skills and understanding. Lessons are planned so that there is a carefully sequenced journey through the concept being taught, identifying difficult points and possible misconceptions. Children are challenged through careful questioning and supported through use of concrete materials and visual representations to develop deep, conceptual understanding. Knowledge and skills are revisited to ensure pupils know more and remember more. The agreed syllabus states that the teaching and learning of RE should enable pupils to; know about and use a range of religions and world views, express ideas and insights about the nature and significance and impact of religions and worldviews, and gain and deploy the skills needed to engage seriously with world religions and worldviews.

In order for pupils to do this successfully units of work focus on one of the following key threads. These threads are delivered to all pupils, in all year groups, from Foundation Stage to Year 6.

- **Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- **Expressing** – Religious and spiritual forms of expression; questions about identity and diversity.
- **Living** – Religious beliefs, teachings, source; questions about meaning, purpose and truth

Teachers use a range of teaching strategies and ensure progress is made by all children within a class. Typical features include:

- Present information clearly enabling all pupils to understand key concepts;
- Check pupils understanding, identify and correct mistakes and misconceptions
- Ensure that pupils embed key concepts in their long term memory and apply them fluently
- a balance of interactive whole-class teaching, guided group/paired work and individual pupil work, including reflection;
- Ensures lessons build upon knowledge in small progressive steps, continually referring back to previous RE learning;
- encourage children to consider the similarities and differences between religions allow children to deepen their understanding and make links between religions;
- Provide the use of concrete materials and pictorial visual structures leading to abstract understanding; (stories religious texts such as the Bible, the Quran and the Torah, and religious artefacts from various religions etc).
- Where required, teaching is adapted to meet the needs of children with SEND.

- lessons that encourage thinking, use precise vocabulary and allow children to deepen their understanding of world religions
- differentiation mainly through questioning, support, tools and materials, challenge and outcome.

There are no assumptions made as to the religious backgrounds, beliefs and values of the children and staff at our school. We value the religious backgrounds of all members of our school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and religious communities are treated with respect and sensitivity and we value the links that are made, and can be made, between home, school and faith communities.

Resources

We use all the resources on NATRE's RE curriculum planning website, this includes, interactive power points, knowledge organisers and assessment materials.

We also have a wide range of practical resources to support the teaching of RE across the school. Classes also have access to RE topic boxes complete with a range of religious artefacts and concrete resources, such as religious texts, to support teaching and to bring learning to life. The internet is also available to pupils through the use of netbooks and I-pads.

3. IMPACT

Assessment in RE

Teachers assess children's work in RE using formative and summative assessment methods. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and response into their teaching. NATRE's scheme of work also has an assessment tasks at the end of every unit to assess pupil knowledge and understanding.

The agreed syllabus for RE sets out end of key stage expectations for what children are expected to know, apply and understand, and the skills they should have developed by the end of Key stage 1 and Key stage 2. Children within the early years will be expected to meet the Early Learning Goals. Pupil's achievements will be weighed up by teachers using criteria arising from the agreed syllabus programme of study.

At the end of each term RE is assessed by the class teachers as on track, below or above age related standard. Children's results are collated to allow whole cohort and individual progress to be monitored. Results are analysed by the subject leader to identify areas to focus teaching.

Monitoring and Review

The quality of teaching and learning in RE is monitored and evaluated by the headteacher, senior leaders and the RE team as part of the school's agreed cycle of lesson visits and pupil progress meetings. This cycle involves:

- planning scrutiny
- work analysis
- lesson visits
- interviews with teachers
- pupil interviews/discussions
- assessment data analysis
- action planning to develop RE curriculum development and teaching and learning based upon the outcomes of monitoring

The Role of the Subjects Leader/RE team

- Ensures teachers understand the requirements of the Locally Agreed Syllabus and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the Headteacher
- Monitors and evaluates RE provision in the school by conducting regular planning scrutiny, work scrutiny/analysis, lesson visits, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about RE provision at Bowlee Park.

November 2024

This policy will be reviewed at least every two years.

Next review date: November 2026