

# Oak Meadow Primary School

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## Policy: Religious Education

*From tiny acorns mighty oaks grow.*

Approval Date:	
Signature:	
Review Date:	

**Policy Name:** Religious Education

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**Creation Date:** 04/11/19

**Review Date:** 04/11/21

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## **Curriculum Statement – Religious Education**

### **Intent**

We believe Religious Education helps children to investigate and reflect on fundamental questions concerning the meaning and purpose of life and develop their knowledge of world religions. Our Religious Education curriculum enables children to develop skills and knowledge that can transfer to other areas of the curriculum and can be used to promote spiritual, cultural, moral and social development. Our curriculum develops pupils' knowledge and understanding of religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development and experiences. RE encourages pupils to develop a sense of identity, to flourish individually within their community and act as citizens in a global community. Our RE curriculum helps develop respect and sensitivity to others, in particular those with faiths and beliefs from our own, to combat prejudice. The subject allows application of thinking skills, enquiry and creative learning. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout children's time at primary school and beyond.

### **Implementation**

RE is taught in blocks throughout the year in accordance with the Wolverhampton Agreed Syllabus. This is to achieve depth in learning and ensure skill development. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already and the following lessons will build on that knowledge and address any misconceptions. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross-curricular opportunities arise in different forms. There are assemblies, workshops (such as Open the Book), faith visitors and daily communal collective worship. Local places of worship are visited for children to further understand the experience of different faith groups, understand key beliefs and respect the religious beliefs and practices of different faith groups in their community and beyond.

### **Impact**

Outcomes in books evidence a balanced curriculum, which demonstrate children's acquired knowledge. As children progress through the school, they develop a deep knowledge and appreciation of different world religions in the context of the school, local area and wider world. RE understanding, as well as children's spiritual, moral, social and cultural development, is enhanced by further links to PSHE lessons and British Values. Collective worship makes us a collaborative and cohesive community. Also, workshops and visitors help children to transfer their skills as well as develop respect and understanding towards others in the context of the wider world.

## **Skills Progression**

The subject leader has identified the key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1 and KS2 RE Skills Progression.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key RE knowledge is taught to enable and promote the development of children's skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation and depth of understanding.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Use of specific and measurable WALTs for each lesson with agreed success criteria.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in RE is formally reported to parents at the end of the school year in the end of year report.

## **Early Years**

In the Early Years Foundation Stage, children explore RE themes and content through the Understanding of the World strand of the EYFS curriculum. They will learn about religious festivals of different faiths. This involves guiding the children to explore, question and respond to religious stories, celebrations, objects and music through play, talk and experience. They are assessed according to the Development Matters Attainment targets.

## **Cross – Curricular Links**

RE is a subject that touches on many other areas taught in schools, from PSHE to History. For example, a link may be made to compliment both RE and History lessons to teach the religious beliefs of the Anglo Saxons. Cross-curricular outcomes are identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning and explored through various activities in workshops, assemblies, themed days and lessons. Wherever possible, local places of worship are visited to experience, understand and respect the religious beliefs and practices of different faith groups in their community.

## **SMSC Development**

Spiritual education in RE provides experiences and opportunities for children to reflect on and interpret spirituality in their own lives and discuss and reflect upon philosophical questions. Moral education in RE provides opportunities for children to learn about moral dilemmas and compare diverse moral values between differing religions. Children begin to understand consequences and investigate moral issues. This can involve studying passages from Holy Scriptures. Social education involves the appreciation of diverse viewpoints and participating in the local community. This can involve learning about different faith groups in the community through visitors, workshops and visits to local places of worship. Children will

enquire and work together with people from different faiths. Cultural education involves the study of a multi-cultural society through recognising similarities and differences.

### **Diversity**

Through RE, children learn about the diversity of religious and ethnic identities; teachers encourage pupils to think about topical spiritual, moral, social and cultural issues, problems and events and to use their imagination and knowledge of religious beliefs to consider other people's experiences, feelings and perspectives.

### **Planning and Resources**

RE resources are stored centrally in the staffroom with artefacts and books for different religions. The library contains an extensive supply of RE books to support children's individual research. Teachers have access to online resources, on NATRE, which includes images and videos that can be used in lessons. In addition to this, class teachers can use religious artefacts for the children to explore and enquire about. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically for ease of access. Teachers have identified the key knowledge and key vocabulary that is to be taught as well as the skills that are to be developed across each topic. These are also explicitly outlined on each topic medium term plan (SACRE documents), which makes explicit links to the National Curriculum 2014.

### **Subject Essentials**

Each term, children will have completed all objectives linked to their RE topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work, floor books, QR codes etc. All work will be marked and children will be expected to have spelt key vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of RE.
- To ensure progression of the key knowledge and skills identified within each unit and ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of RE.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the RE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the RE curriculum takes account of the school's context, promotes enquiry and answers fundamental questions.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment, which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

## **Inclusion**

Religious Education forms part of the school's curriculum policy to provide a broad and balanced education to all children at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes into account children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging RE curriculum and this is supported through a number of links with local places of worship in the locality.

## **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in RE. The subject leader will ensure that the Governing Body is kept up to date with any new initiatives that are relevant to the subject. Regular reviews of action plans are sent to the governors each year and the governors meet with subject leads and provide link governor reports to the governing body annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place. Any visitors will have a DBS check and will follow the school's procedures for visitors while they are on site.

	Attainment target 1: learning about religions			Attainment target 2: learning from religions		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF1: Thinking about religion and belief	-Recall religious, spiritual and moral stories -Recognise and name features of religions and beliefs	-Retell religious, spiritual and moral stories -Identify how religion is expressed in different ways -Identify similarities and differences between religions and beliefs	-Make links between beliefs, stories and practices. -Describe the impact of beliefs and practices on individuals, groups and communities -Describe similarities and differences within and between religions and beliefs	-comment on connections between questions, beliefs, values and practices in different belief systems. - describe the impact of beliefs and practices on individuals, communities and groups. - describe similarities and differences within and between religions and beliefs	-Explain connections between questions, beliefs, values and practices in different belief systems - recognise and explain the impact of beliefs and ultimate questions on individuals and communities - explain how and why differences in belief are expressed	-Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world - Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
AF2: enquiring, investigating and interpreting	-Identify what they find interesting and puzzling about life -Recognise symbols and other forms of expression	-Recognise some questions in life are difficult to answer -Ask questions about their own and other's feelings and experiences -Identify possible meanings for symbols and other forms of expression	- investigate and connect features of religions and beliefs - ask significant questions about religions and beliefs - describe and suggest meanings for symbols and other forms of expression	-gather, select and organise ideas about religion and belief - suggest answers to some questions raised by the study of religions and beliefs - suggest meanings for a range of religious expression, using appropriate vocabulary	-Suggest lines of enquiry to address questions raised by the study of religions and beliefs - suggest answers to questions raised by study of religion and beliefs, using relevant sources and evidence - recognise and explain diversity within religious expressions, using appropriate concepts	-identify the influences on, and distinguish between, different viewpoints within religions and beliefs - Interpret religions and beliefs from different perspectives - interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	Recount outlines of some religious stories	Retell some religious stories and identify some religious beliefs and teachings	Describe some religious beliefs and teachings of studied religions and their importance	Describe the key beliefs and teachings of religions studied connecting and comparing them with features of other religions	Explain how some beliefs are shared by different religions and how they make a difference to individuals and communities.	Make comparisons between beliefs, teachings and practices of different faiths, using appropriate vocabulary
Practices and lifestyles (what people do)	Recognise features of religious life and practice	Identify some religious practices and know some are characteristic of more than one religion	Describe how features of religions are used or exemplified in festivals and practices	Show understanding of the ways of people show they belong to a religion and what this involves	Explain how features of religious life and practice make a difference to individuals and communities.	Explain the significance of practices for different faiths to the lives of individuals and communities
Expression and language (how people express themselves)	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, stories and the beliefs or ideas that underlie them	Use technical vocabulary to show how religious beliefs, ideas and feelings can be expressed in a variety of forms giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities	Compare different ways faith communities express their faith
Identity and experience (making sense of who we are)	Identify aspects of their experiences and feelings in religious material studied	Respond sensitively to the experiences and feelings of others, including those with or without a faith	Compare aspects of their experiences with those of others, identifying what influences their lives.	Ask questions of the significant experiences of key figures from religions and suggest answers from their own and other's experiences.	Make informed responses to questions of identity and experience in the light of their own learning	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality relating to different faiths
Meaning and purpose (making sense of life)	Identify things they find interesting or puzzling in religions studied	Realise that some questions that cause people to wonder, are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to religions studied	Make informed responses to questions of meaning and purpose in the light of their learning	Express their views on some fundamental questions of identity, meaning, purpose and morality relating to different faiths.

Values and commitments (making sense of right and wrong)	Identify what is of value and concern to themselves	Respond sensitively to the values and concerns of others, including those of faith, in relation to matters of what is right or wrong	Make links between values and commitments , including religious ones, and their own attitudes or behaviour	Ask questions about matters of right or wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people’s values and commitments, including religious ones, in the light of their learning	Make informed responses to people’s values and commitments, including religious ones, in the light of their learning. Use different techniques to reflect deeply.
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**Reflection** – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

**Empathy** – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

**Investigation** – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

**Interpretation** – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

**Evaluation** – this includes:

- Debating issues of religious significance with reference to evidence and argument

**Analysis** – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

**Synthesis** – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

**Application** – this includes:



- Making the association between religion and individual, community, national and international life

**Expression** – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media