



Castlecroft Primary School



RE Policy

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(This policy cannot be seen in isolation but must be read in relation to the school's Curriculum policy, Assessment policy and Marking and feedback policy.)

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At Castlecroft, we aim to deliver a broad and balanced curriculum which "Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society and prepares them for the opportunities, responsibilities and experiences of adult life."

Religious Education in Castlecroft contributes dynamically to children and young people's education, provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

How this policy was developed :

This policy was drawn together by the RE subject leader with the support of local authority network and senior leadership. Staff and governors were consulted on the policy before it was adopted by the full governing body. The policy will be reviewed and put before governors at least every two years but more regularly where key changes are made.

Key roles in RE:

The RE co-ordinator is responsible for:

this policy and its implementation including supporting staff in the delivery of RE

ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.

writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.

completing activities to monitor the quality of religious education and use this to identify staff training needs and arrange or deliver CPD

The Governing body are responsible for:

ensuring delivery of the National Curriculum in RE by ensuring the school's RE curriculum is delivered effectively

Identifying a link governor to liaise with the RE co-ordinator and update the governing body with regular link governor reports annually.

Intent:

At Castlecroft Primary School, we intend to develop the children's knowledge and understanding of the major faiths, and address important philosophical questions concerning, for example, the meaning of life and the existence of divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Our school curriculum for religious education meets the current legal requirements stipulating that RE is compulsory for all children of school age. It is taught in accordance with the Wolverhampton Agreed Syllables (SACRE) (last reviewed in 2021).

The Wolverhampton Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are

Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where nonreligious worldviews are held are represented in almost all of our classrooms.

Nursery

The statutory requirement for RE does not extend to Nursery classes although religious education in its broadest sense forms a valuable part of the educational experience of children. In Nursery, children will be able encouraged to talk about themselves and similarities and differences between peers. They talk about and explore celebrations from different religions and explore cultures and traditions.

EYFS

In reception, children will encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about religious stories. Children will 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.

Key Stage One

The Focus of RE for KSI enables children to develop their knowledge and understanding of at least two religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to use basic subject specific vocabulary. They learn to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

Key Stage Two

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of at least 4 religions and worldviews, recognising their historical and local, national and global contexts. Learning introduces them to an extended range of sources and subject specific vocabulary. RE encourages pupils to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas thoughtfully and creatively in response to the

material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

We encourage all our children to reach their full potential and be aspirational. Through an exciting and challenging, carefully planned RE curriculum our pupils will:

Know, describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;

Know, identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;

Know, appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;

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;

Appreciate and appraise varied dimensions of religion;

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

Enquire into what enables different communities to live together respectfully for the wellbeing of all;

Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Our long term plan indicates what is to be taught in each year group.
(See Below)

Reception	Play based RE: a set of examples		Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)	
	First Unit	Second Unit	Third Unit	Fourth Unit
Year 1	How can we find out about Christianity today in Wolverhampton?	Beginning to learn about the Sikhs.	How and why are some books holy? Special stories of Christians, Sikhs and Muslims	What can we learn about prayer from stories of Jesus? Beginning Christianity
Year 2	What can we learn from stories from the Bible? (Four stories of Moses)	Beginning to learn from Islam	Questions that Puzzle Us	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (includes visiting places of worship Y2+4)
Year 3	What do people believe about God? (Christianity)	What is it like to be a Hindu?	Exploring Key Leaders: Sikhs and Hindus	What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)
Year 4	What is it like to be Jewish?	Why do some people think Jesus is inspirational?	Why does the Prophet matter to Muslims?	An enquiry into visiting places of worship (includes visiting places of worship Y2+4)
Year 5	Keeping the 5 Pillars of Islam	When, how and why do Christians pray?	Hindu, Sikh, Jewish and Islamic Prayer: what difference does it make?	What can we learn from religion about temptation?
Year 6	What will make Wolverhampton a more respectful community? Sikh, Muslim, Christian, non-religious	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?	Values: What matters most? (Christians and Humanists)	Sikhs in Wolverhampton: what can we learn? Gurus, worship, service and the Wonderful Lord

Scheme of work and time allocation

In the Early Years Foundation Stage, children are guided to explore, question and respond to religious stories, celebrations, objects and music through play, talk and experience. Furthermore, enhanced provision opportunities are set out for the children to access and deepen their knowledge and understanding.

In Key stage 1 and 2, we follow the Wolverhampton Agreed Syllabus to teach RE where each unit of study offers a clear structure that makes sense to pupils and enables them to make connections between the three strands of believing, expressing and living. The units in each strand build across the key stages showing progression and the building of knowledge. There are 4 units per year group to be taught covering the minimum requirement of religions to be taught per key stage as shown below. In key stage 1 we aim to spend 36 hours per year of RE and 45 hours per year for Key Stage 2.

Key stage 1	Christianity, Sikhism, Islam
Keys stage 2	Christianity, Hinduism, Sikhism, Judaism, Islam

Teachers a weekly RE lessons based on the specific needs of the class and the topic being taught. Teachers are given the key learning outcomes in order to build their lessons. Resources are provided and teachers need to use the medium term planning to deliver key outcomes.

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Wolverhampton Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the RE drawers, and should be returned after use. Our school has invested in new books/religious artefacts/DVDs/picture packs/posters. A regular audit of resources takes place by the RE subject leader in order to update our collection.

We aim to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. Furthermore, we aim to facilitate visitors from faith leaders and members of the community into school to help learning come to life and answer questions about religion.

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

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.

Each unit in the Wolverhampton Agreed Syllabus provides opportunities for an assessed piece of work

At the end of each topic, the acquisition of skills are evidenced by the class teacher. 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.

As a result of our quality curriculum and good teaching:

(PUPIL VOICE):

children are able to talk confidently about their RE lessons using appropriate vocabulary.

children are able to discuss the similarities and differences between a range of religions

children are able to discuss their faiths and beliefs and show respect for other people's views.

(ATTAINMENT):

children achieve their age related expectations and where there are gaps in their knowledge they receive carefully planned support to accelerate their progress and narrow the gap. More able children, who are identified as having the potential to achieve Mastery level, are challenged with carefully differentiated work and supported where necessary to ensure that they too fully achieve.

(OUTCOMES):

work trawls evidence a broad and balanced curriculum and demonstrate children's acquisition of age-related knowledge and skills.

Monitoring of teacher's planning and lesson observations will show that pupils are developing their confidence and understanding.

children's work shows how our carefully planned curriculum supports the development of these important skills.

Cultural Capital

Our ambitious RE curriculum gives children the kinds of rich knowledge of religions and worldviews that enable them to participate fully in the cultural life of modern diverse Britain. RE opens minds to global diversity and cultures.

The curriculum enables all pupils to understand the significance of spiritual and moral issues in our contemporary culture, so that they can both contribute to and benefit from the multicultural society in which they live.

Furthermore pupils develop cultural competency and cultural navigation skills from their own worldview or religion in relation to the religions and worldviews of others.

Our RE curriculum gives pupils from every background access to the kinds of cultural capital with which religions and worldviews engage - e.g. in the arts, language, literature, sciences, sport, fashion and the economy in all its aspects. This includes the ways religions and worldviews challenge prevailing ideas, e.g. from moral perspectives.

Contribution of RE to teaching in other curriculum areas :

RE offers distinctive opportunities to promote pupils' spiritual, cultural, social and moral development.

Teaching in RE should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development.

RE makes a key contribution to enabling pupils to consider British values, including tolerance and respect for people who hold different faiths and worldviews

There are clear links between Religious Education and themes in the 2020 statutory Relationships and Sex Education (RSE) framework including discussion around diverse families, commitment, marriage, parenting, and values.

At Castlecroft, we recognise that spiritual, moral, social and cultural education is central to the development of all pupils and underpins the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

SMSC is taught through and reflected upon in our RE curriculum.

Spiritual: Children experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, children should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.

Moral: Children learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, and so on. Children discuss issues such as people's responsibility towards the world and future generations. Children have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

Social: Children explore similarities and differences in religions and cultures through which they should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively. Through the study of different religions, children are made aware of the similarities and differences they may have with other children in their class.

Cultural: Children learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society. Children are given the opportunity to understand and appreciate of the wide range of cultural influences that have shaped their own heritage and that of others

Equal opportunities:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our RE curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

The Equality Act (2010) sets out anti-discrimination law in the UK replacing all previous equality legislation. It introduces the term “protected characteristics”. The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, and marriage and partnerships.

In our RE curriculum, we aim to promote equal opportunities with all our children and staff and offer equal opportunities to anyone who identifies with one or more of these characteristics. We aim to foster good relations between people who share a protected characteristic and those who do not.

As a subject, RE naturally lends itself to exploring many of these protected characteristics, allowing pupils to develop their understanding of their own values and those of others. In Year 6 for example, pupils learn about the values of Christians versus those of Humanists. As part of this, they are encouraged to explore their own values and what matters most to them, and to listen to and discuss those of their peers.

Inclusion:

To ensure inclusion:

As a school with a VI base we are committed to ensure full inclusion for our VI pupils who are taught in class alongside their peers. These pupils are only withdrawn for specific needs such as mobility lessons. One to one support in lessons as appropriate, alongside quality modified resources ensures that these pupils make good progress and attain well.

Pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.

Teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.

Children with identified SEND (including pupils with an EHCP) should be supported as and when they need it. We need to have high expectations and work will be scaffolded to help these children to achieve their potential.

Our number of EAL children is significantly below the national average however advice is sought and support will be given to these children should they need it

Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational

needs. Where necessary the RE lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

Parental Involvement and Right to withdraw:

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE (School Standards and Framework Act 1998 S71 (3)). As a school we offer a broad curriculum, exploring a range of religious and non-religious worldviews and are values driven. If a parent does wish to withdraw, we request they contact the RE co-ordinator or Headteacher.