



# Religious Education Policy

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| <b>EQUALITY SCHEME<br/>EQUALITY IMPACT ASSESSMENT FOR<br/>RELIGIOUS EDUCATION POLICY</b>  |  |  |
|---|--|--|
| Staff / Committee involved in development:  | Teaching and Learning Committee;<br>Headteacher                                      |  |
| For use by:   | Staff, Governors and Parent/Carers   |  |
| This policy relates to statutory guidance:  |  |  |
| Key related Farndon Policies:   | Collective Worship Policy<br>SMSC Policy<br>Teaching, Learning and Assessment Policy |  |
| <b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach. |  |  |
| Groups:   | Yes/ No  | Positive/Negative impact               |
| Disability  | No   |  |
| Race  | No   |  |
| Gender  | No   |  |
| Age   | No   |  |
| Sexual Orientation  | No   |  |
| Religious and Belief  | Yes  | Positively teach respect and tolerance |
| Gender Reassignment   | No   |  |
| Marriage & Civil Partnership  | No   |  |
| Pregnancy & Maternity   | No   |  |
| Other   | No   |  |
| <b>Reviewed by</b>  | Teaching and Learning  |  |

## Intent

The school follows the Cheshire Agreed Syllabus for Religious Education in accordance with Cheshire's 'Standing Advisory Council of Religious Education' (SACRE). In accordance with the agreed syllabus, Religious Education at Farndon Primary school:

- Is open and objective. It does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Will endeavour to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Will recognise similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school, contributing to an informed, reflective, compassionate and caring school community.
- Promotes community cohesion through linking with partner schools through involvement with the Faith & Belief Forum.
- Will recognise and celebrate the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

The RE curriculum at Farndon Primary School is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values, and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths.

The syllabus recommends that any themes or 'Big Questions' are explored by investigating and reflecting on the responses of more than one religion or belief system. All the Cheshire units therefore include an exploration of these themes or big questions through different perspectives. For example, the Big Question of 'How and why do Christians worship? What are the benefits for believers?.' in the year 6 unit is investigated through a variety of religious responses, including the Humanist response. Each unit encourages and promotes the contemplation of key concepts or themes within religions and comparing these with responses in other faiths, religions and belief systems.

The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

Cheshire SACRE promote RE and Collective Worship in the Borough, develop the good teaching of Religious Education in schools and support community cohesion. At Farndon Primary School, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

In the teaching of Religious Studies, we of course want our pupils to know more and remember more and in order to do this, the knowledge we teach is split into 3 different areas.

**Substantive Knowledge:** This knowledge builds progressively throughout each Milestone phase. It is the content, the factual knowledge and the topics we teach our pupils.

**Substantive Concepts:** These are the “big questions” which our pupils will study in each unit of work.

**Disciplinary Knowledge:** Put simply, this is the knowledge that comes from how RE works. It is the way we work within the subject and the “ways of learning” such as through art, history, story, philosophy and theology.

## Implementation

RE is taught in a weekly topic block each half term (autumn 1 – summer 1). Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books or class WOW books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

Each unit begins with the sharing of a knowledge organiser. Using the hand, it reminds pupils of the 5 key elements of the religion being studied: religion; name; special book; language; special building. Once the unit has been taught, each pupil completes a fluent in five assessment. The tests the pupils’ knowledge on what they do and how they live and then ends with the “big question” for them to respond to. These fluent in five assessments are then used to make a summative assessment judgement.

As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. This ensures that the investigation, exploration and reflection of their own and others’ responses to ‘Big Questions’ can continuously increase in depth, breadth and complexity. As pupils move through the Religious Education curriculum

the ‘Big Questions’ increase in complexity, depth and breadth. The expectations of pupils to explain ‘what’ the beliefs, practices and values are and the relationships between them, as well as explaining ‘why’ these are important and may make a difference to people, and ‘how’ they relate, change or impact on a wider world view also increases.

‘Big Questions’ relate to: What people believe and do, how people respond to big questions and issues and how beliefs and values make a difference to lives.

Therefore, the enquiry learning continuously builds to enable achievement in the stated knowledge end points for each Milestone. The teaching of RE and the formation of the enquiry questions based on the Believing, Thinking and Living strands of the units are pitched to match pupils’ developmental stages, so that they can achieve the learning outcomes specified for their age expectation.

The Milestone curriculum is set out in a two year rolling programme with 5 units taught over the 3 terms. In Summer 2, we do a rotation of an RE week one year and a free choice unit the next.

Cheshire SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies. The school is also involved with the Faith & Belief Forum within the Broxton cluster of schools as a way of sharing best practise.

## Impact

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. As well as outcomes of work in children’s books, children’s understanding of religion and the ability to respond creatively to religious themes is also evidenced through the school’s Gold Mark award for Religious Education.

## Teaching and Learning

As part of the introduction to each new RE topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children’s interests.

- Each new unit of work starts with sharing the knowledge organiser.
- In each lesson, children are guided towards the learning intention through the title of the work in the form of a Learning Objective (LO). The LO and key knowledge are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children’s work and are used to identify individual target areas.

- Teachers aim to provide a teaching environment, which encourages children to share, question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- Wherever possible, religious education lessons will be related to the life experiences of the pupils. Active learning in RE will include practical first-hand experiences, e.g. through the use of artefacts, visits to places of worship and relevant learning outside the classroom, visitors to school with specialist knowledge and expertise and first-hand accounts.
- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- Teachers will ensure that their classroom is a place where religious education is active, positively welcomed and reflective of the current learning in the subject.
- A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary
- The children have access to the necessary resources, to further their own independent learning e.g. artefacts, books, etc
- The unit ends with the pupils' formatively assessed using the fluent in five assessment checks.

## Early Years

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. EYFS teachers follow the Development Matters to design, plan and deliver RE across the Statutory Framework for EYFS. Lessons and activities foster children's learning and understanding of the world, including people and communities. Religious Education in EYFS is enriched by the school's community links, which enables access to local places of worship. EYFS outcomes are taken from the Development Matters document and referenced on the Milestone 1 planning document.

## Key Stages 1 and 2

Children in KS1 and KS2 follow the Cheshire Agreed Syllabus, which details what and how RE should be taught in our schools in Cheshire.

The following skills are central to religious education and are embedded in practice across the key stages, building progressively in line with the school's RE Knowledge and Skills Progression Map:

- **Investigating:** Knowing what may constitute evidence for understanding religions.
- **Interpreting:** The ability to draw meaning from artefacts, works of art and symbolism.
- **Reflecting:** The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

- **Empathy:** The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- **Evaluating:** Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- **Synthesising:** Linking significant features of religion together in a coherent pattern.
- **Analysing:** Distinguishing key religious values and their interplay with secular ones.
- **Applying Knowledge:** Identifying key religious values and their interplay with secular ones.
- **Expressing Knowledge and Ideas:** The ability to explain concepts, rituals and practices.

Religious Education in KS1 and KS1 is enriched by the school's community links, which enables access to local places of worship and those in the wider area in cities such as Chester and Liverpool.

## Spiritual, moral, social and cultural development

### Spiritual

Pupils 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, pupils 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. Pupils are given the opportunity to be reflective about their own beliefs.

### Moral

Pupils learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, and so on. Pupils discuss issues such as people's responsibility towards the world and future generations. Pupils have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues. They are also encouraged to understand of the consequences of their behaviour and actions.

### Social

Pupils 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, pupils are made aware of the similarities and differences they may have with other children in their class.

### Cultural

Pupils 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. Pupils 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 when learning about our diverse community and the country in which we live.

## Planning and Resources

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's RE knowledge and skills mapping is informed by and aligned to the Cheshire SACRE Primary RE scheme of work. This scheme covers the requirements of the Cheshire Agreed Syllabus and promotes good practice in religious education. When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task differentiation where necessary. Lesson slides and resources are saved in the schools shared curriculum drive as a central resource which can be added to, modified and adapted.

An essential part of the planning procedure is referring to prior knowledge/learning. Teachers elicit children's ideas and understanding of topics at the start of a new unit of work, as part of questioning what they already know and what they would want to know. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.

All SACRE planning clearly shows learning objectives, which teachers share with children at the beginning of each lesson. Teachers plan RE lessons with their year group partner these ensure effective coverage of the key knowledge, throughout the unit and opportunities for children to develop skills systematically in line with the whole school 'RE Knowledge and Skills Curriculum Map'.

Topic boxes, clearly labelled for each year group's topic per half term, are available to staff as part of a central supply of RE resources. Accompanying artefacts are maintained and replenished by the subject leader. The topic boxes are in a separate room and are easily accessible to teachers, along with a wide range of books to support and enhance teaching.

## Assessment and Recording

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work. The scheme of work incorporates the levels of achievement expected nationally and in Cheshire and the school has mapped the key knowledge and skills of each unit to ensure that these build progressively throughout the programme of study. The key indicators for assessment in religious education are:

**AT1 Learning about Religions:** Knowledge and understanding of:

- religious beliefs and teachings;
- practices and lifestyles;
- ways of expressing meaning.

**AT2 Learning from Religions:** Skills of asking and responding to:

- questions of identity and experience;
- meaning and purpose;
- values and commitments.

The syllabus was created to include guidance that provides greater support for the development of the skills in; enquiry, critical analysis, reflection and comparison. These all promote AT2 in lessons, and are in line with the Ofsted subject reports of



2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons. Short-term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary.

Children receive effective feedback through teacher assessment, either orally or through written marking work according to school policy. Key knowledge is reviewed by the teachers and is rigorously checked and consolidated by the teacher throughout the lesson and at the end of the unit through the fluent in five checks . Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

## Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny, lesson observations and pupil voice. Each year, a link governor report is completed and shared at Teaching and Learning committee.

## Equality

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

- **Commitment:** Understanding the importance of commitment to a set of values by which to live one's life.
- **Fairness:** Listening to the views of others without prejudging one's response.
- **Respect:** Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule.
- **Self-understanding:** Developing a mature sense of self-worth and value.
- **Enquiry:** Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.

## Inclusion

We aim to explore creative and flexible ways of providing RE. Planning takes account of the school's own context and the curriculum is designed to provide a broad and balanced learning experienced, enriched with schools visits and visitors, that are inclusive to all. The provision is also adapted to, for example, through effective differentiation, to ensure appropriate challenge to all learners.

Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning and the activation of prior knowledge and contextual learning to support and enable children to deploy skills, ask questions and explore answers, as learners, to continually extend their learning.

## Roles and Responsibilities

The subject is led by Rachel McCarthy. Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

### Role of Religious Education Leader:

The subject leader will:

- Raise the profile of Religious Education at Farndon Primary through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated at certain times of year.
- Develop opportunities for parents/carers to become involved in Religious Education. For example, by ensuring that parents and carers that can share their own experiences of a religious celebration or custom, through effective prior communication with parents about whole school celebrations and relevant classroom topics.
- Keep up to date on current developments in Religious Education (including through participation in borough forums) and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Sustain the school's partnership working with other subject leads across the Broxton cluster.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.
- Monitor outcomes of work to ensure a high standard of work in line with termly content, ensuring evidence of acquisition of the identified key knowledge and, where appropriate, the development of skills identified for each topic.
- Organise a bi-annual Religious Education week.

### Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Religious Education leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Religious Education remains a high profile subject in the school's development work.

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Review date: November 2024

## Appendix 1: Overview of 2 year rolling programme.

| Farndon Primary School Religious and Non-Religious World Views Overview Milestone 1 |       |  |  |  |   |  |  |
|---|-------|--|--|--|---|--|--|
|   | 1 / 2 | What does it mean to belong?   | Why is Christmas celebrated by Christians?   | What do Jews believe about God?                                  | How do Jews show faith through practices and celebrations?                                  | Why is the Bible a special book for Christians?  | Free Choice unit – RE Month focus.   |
|   | 1 / 2 | What do we think about how the world was made and how should we look after it? | Free Choice Unit How is light used in religion?  | How and why are Allah and Muhammad (PBUH) important to Muslims?  | How do Muslims express new beginnings?  | Who was Jesus and why is he important to Christians today?   | Why did Jesus teach people through stories?                                    |
| Farndon Primary School Religious and Non-Religious World Views Overview Milestone 2 |       |  |  |  |   |  |  |
| A   | 3 / 4 | How do Hindus view God and how is Diwali celebrated?                           | How do Christians use the Bible to help them with their lives?   | What is my point of view about God and why do people have faith? | What do I think about Jesus and how is he portrayed in art from around the world?           | How do Muslims worship?  | Free Choice unit – RE Month focus.   |
| B   | 3 / 4 | How do Jews demonstrate their faith through their communities?                 | Why do Christians think about Incarnation at Christmas?  | How did Jesus teach about God and values through parables?       | How can I understand different Easter concepts?   | Free choice unit - What is Humanism?   | How do Hindus worship?   |
| Farndon Primary School Religious and Non Religious World Views Overview Milestone 3 |       |  |  |  |   |  |  |
| A   | 5 / 6 | What can we learn from Christian religious buildings and music?                | How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions. | Why is community and equality important to Sikhs?                | What are some of the differences and similarities within Christianity locally and globally? | Which concepts do we find hard to understand in Christianity?  | Free choice unit – RE Month focus  |
| B   | 5 / 6 | Why are the Five Pillars important to Muslims?                                 | How is the Muslim faith expressed through family life?   | How do Sikhs worship?  | Free Choice unit e.g.What does it mean to belong in a religiously diverse world?            | How do Christians show their beliefs in action? – can also look at examples from a range of religious and non-religious world views. | What is the Kingdom of God and what do Christians believe about the afterlife? |



## RE Teaching and Learning Pedagogy



## The Four Cornerstones of Learning

# FARNDON'S CORNERSTONES TO LEARNING

## Setting the right culture: Habits and Routines

| <i>Environment</i>   |          | <i>Adults</i>  | <i>Behaviour and Attitude</i>  |
|--|----------|--|--|
| <ul style="list-style-type: none"> <li>Working walls reflect current learning in Maths and Literacy</li> <li>Celebrate Mistakes visually.</li> <li>Sticky Facts being learnt that term.</li> <li>Share with the pupils what a good one looks like (WAGOLL).</li> <li>Celebrate pupils' work from different areas of the curriculum.</li> </ul> |          | <ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Always be the adult and combine assertiveness with warmth.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Be consistent with consequences, maintaining certainty over severity.</li> <li>At the point marking with verbal feedback (record VF).</li> <li>Feed forward using whole class feedback book.</li> </ul> | <ul style="list-style-type: none"> <li>Reinforce 3 step processes: re-direct, challenge and correct.</li> <li>Constantly positively reinforce good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate.</b></li> </ul> |
| <b>Think</b><br><i>Fluency / Recall</i>  | <b>1</b> | Begin each theme <b>retrieving</b> from memory what they already know using the "hand" to revise the religion, followers, language, and special book and place. At the start of each session, revisit previous substantive knowledge and concepts taught orally. Read Knowledge Organiser for pre-learning.  |  |
|  | <b>2</b> | Start each session with a shared <b>purpose</b> . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.   |  |
| <b>Learn</b><br><i>Understanding</i>   | <b>3</b> | Teacher models. Use principle <b>I do... We do... You do....</b> Show the skills and a <b>WAGOLL</b> . Use worked examples. Teacher models "how to think" like and Theologian by thinking aloud their own thought processes ( <b>meta-cognitive modelling</b> ) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.      |  |
|  | <b>4</b> | Check for pupil understanding. Use techniques to involve all pupils such as <b>cold calling</b> and <b>think; pair; share</b> . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – <b>"Say it again but better."</b>  |  |
|  | <b>5</b> | Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. <b>Feedback</b> should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.  |  |
| <b>re</b><br><i>Quality of Performance</i>   | <b>6</b> | Before independence, use <b>guided practice</b> and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through <b>independent practice</b> . Once new knowledge is embedded, look to <b>apply</b> by expressing their own personal knowledge of their position.  |  |

|  |          |  |
|--|----------|--|
| <b>Evaluate</b><br><b>e</b><br><i>Recall</i> | <b>7</b> | Pupils encouraged to <b>review</b> their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and complete fluent in five assessments which assess substantive knowledge and disciplinary knowledge. |
|--|----------|--|