

Woodmancote School and Little Chestnuts Religious Education Policy

Designated Member of Staff	G Pearman
Committee with responsibility	Curriculum & Standards Committee
Date of Issue	January 2021
Frequency of Review	3 Yearly
Next Review	January 2024

Issue Number	Issue Date	Summary of Changes
1		New Policy
2	May 2009	Reviewed
3	May 2013	Reviewed
4	February 2016	Reviewed
5	September 2017	Reviewed
6 (new format)	March 2018	Updated policy reflects changes in Glos Agreed Syllabus 2017
7	January 2021	Reviewed
8	November 2022	Updated policy reflects adoption of Discovery RE scheme

Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

- In RE pupils learn about a range of religions and beliefs in local and global contexts to discover, explore and consider different answers to challenging questions about beliefs about God, issues of right and wrong and what it means to be human.
- RE develops an aptitude for dialogue so that pupils can participate positively in our society, with its diverse religions and beliefs.
- Pupils gain and deploy skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

How Religious Education is taught at Woodmancote

At Woodmancote, Religious Education is provided in line with the Gloucestershire Agreed Syllabus 2017 - 2022. In order to provide an exciting curriculum and high quality teaching and learning we use the Discovery RE scheme of work alongside the Gloucestershire agreed syllabus. We follow the recommended teaching times of 36 hours of RE in the Reception year, 36 hours per year in KS1 classes and 45 hours per year in KS2 classes. In the Early Years pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. In KS1 pupils study aspects of Christianity, Judaism and Islam. In KS2 pupils study aspects of Christianity, Islam, Hinduism, Judaism and Sikhism. Consideration of other religions and non-religious worldviews occur at any key stage as appropriate.

In the Early Years the Discovery RE units are taught as part of a topic based curriculum. In KS1 and KS2 units are taught cohesively within the subject of RE through weekly lessons. Where units relate naturally to other areas of the curriculum cross-curricular links are made. The planning of each unit is based on a key question and each enquiry is explored in a four step process: 'engagement', 'investigation', 'evaluation' and 'expression'. These steps correspond closely to the 'three elements' approach to teaching and learning (Gloucestershire Agreed syllabus) of 'making sense of belief', 'making connections' and 'understanding the impact'.

Our styles of teaching and learning are sensitive to the beliefs and practices of others and enable all children, irrespective of their own faith background, to benefit educationally. RE activities draw upon other curriculum areas such as reading, writing, speaking and listening, drama and art. Written work is done in topic books in EYFS and in RE books in KS1 and KS2. Other activities are recorded on Padlet.

The contribution RE makes to Spiritual, Moral, Social and Cultural Development

Religious Education contributes towards the Spiritual, Moral, Social and Cultural development of children by encouraging attitudes of sensitivity, empathy, reflection and response. It encourages the development of self-awareness, respect for all, open mindedness and appreciation and wonder.

Opportunities for Spiritual development

- Learning about and reflecting on concepts, experiences and beliefs that are at the heart of religious practices
- Encouraging children to take responsibility for the development of their own beliefs
- Valuing relationships and a sense of belonging
- Developing views and ideas on religious issues
- Self-awareness - reflecting on their own views and the views of others
- Curiosity - encouraging questioning and finding out answers. Promoting a spirit of open enquiry
- Collaboration - using techniques that engender group collaboration
- Reflection - reflecting on own values and views as well of those of others
- Response - exploring how pupils can express their responses to demanding and controversial issues
- Values - promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils
- Appreciation - responding with wonder and excitement by exploring some of the marvels of the natural world and examples of the capacity of humans to love, create, organise and overcome diversity

Opportunities for Moral Development

- Valuing others - exploring the views of others, engaging in teamwork, empathising with others, forgiveness and generosity
- Moral character development - learning from mistakes, exploring the idea of right and wrong, taking initiative, acting responsibly, striving after setbacks and demonstrating resilience.
- Moral diversity - having the right of expression, developing confidence in debating moral issues and showing sensitivity to the views of others

Opportunities for Social Development

- Shared values - considering values which should be part of society
- Idealised concepts - exploring justice, fairness, honesty and truth
- Moral sources - reflecting on where ideas about how we should behave come from
- Influences - exploring and reflecting on the influence on individuals of family, friends, the media, and wider society
- Social Insight - exploring social and political issues which affect individuals, groups and the nation
- Role models - being good role models and exploring role models

Opportunities for Cultural development

- Own culture - exploring Britain's rich diversity of religious, ethnic and geographical cultures. Exploring food, festivals, music, art and architecture
- Wider culture - Making sense of the world around us. Preparing children for adulthood through building resilience and conflict resolution

Links to British Values

- Mutual tolerance -challenging children to be increasingly respectful and to celebrate diversity

- Respectful attitudes - developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity
- Democracy - respecting a range of perspectives. Learning about democracy and shared responsibility
- Rule of Law - examining examples of codes for human life. Appreciating how people choose between good and evil and right and wrong. Exploring the concept of fairness
- Individual liberty - considering questions about identity, belonging and diversity

Teaching RE to children with Special Educational Needs (Inclusion)

We aim to provide a broad and balanced education to all children, and RE is part of this. Through our RE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils. A few of these particularly relevant to RE are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils
- Use of support for pupils with English as an additional language
- Varying levels of adult support or peer support

Teaching RE to children who are deemed to be Gifted and Talented

To ensure challenge for all pupils, including those who are gifted and talented, teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Teachers encourage gifted or talented pupils to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

Health and Safety Considerations

All activities undertaken in RE lessons will be planned by a teacher who is responsible for ensuring the school health and safety guidelines are adhered to. Trips and visits will be risk assessed as will any other activity in a RE lesson, that it is deemed necessary to risk assess, e.g. use of candle

Resources

Visits to and visitors from local churches and other faith communities are very important to enhance the curriculum and are included within units where relevant.

Collections of religious artefacts and teacher reference materials are in the R.E boxes outside Y4 classrooms. All staff have access to the Discovery RE community page and resources online.

Children are taught to handle religious artefacts with care, consideration and respect.

Assessment and Recording (including marking)

Written work is marked using 'tickled pink' and 'green for growth', this shows children what they have achieved and where there is room for improvement.

Teachers assess through observation, discussion with pupils and evidence shown in written and practical tasks. Where drama and class/group discussion are used in lessons assessment notes may be taken by the teacher and photographs are added to Padlet.

There are 3 age-related expectation descriptors for each enquiry in each year group. These expectations (working at, towards and exceeding) give guidance for assessing each of the 3 aspects of learning involved (personal resonance with or reflection on..., knowledge and understanding of... and evaluation/critical thinking in relation to the enquiry question).

At the end of each unit, objectives are assessed for each child using INSIGHT. Additional assessment statements are included at the end of phases to ensure assessment is in line with the Gloucestershire Agreed syllabus.

Annual Reports to parents provide information regarding the pupils' achievements and indicate if children are working below, at, or above national expectations.

Related documents

- Gloucestershire RE Agreed Syllabus 2017 - 2022 (in RE resource area and online)
- Woodmancote School RE curriculum overview (server)
- Discovery RE Syllabus - folder held by subject leader and on server
- Discovery RE resources and Community page - online
- Understanding Christianity folder - in RE resource area

Monitoring and Evaluating this Subject Area

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy / GANTE.

Safeguarding

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Equal Opportunities

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability,

faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Review

This policy will be reviewed at 3 yearly intervals.

The chair of governors and headteacher are responsible for the review.

Signed: Chair of Curriculum & Standards Committee