

## 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
9	March 2023	Updated policy reflects extension of Glos Agreed Syllabus 2017 - 2022 to 2017 - 2024 and use of iPads to record activities
10	February 2025	Addition of Parent's right to withdraw child.

## **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 (extended to 2024). 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 theme 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 recorded in learning journals in EYFS and in RE books in KS1 and KS2. Other activities are recorded using annotated photographs saved in an RE folder on the class iPad.

## **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

### **The right to withdraw from religious education and/or collective worship**

Parents have the right to withdraw their children from religious education and/or collective worship.

### **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 annotated photographs are added to the RE folder on the class iPad.

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.

### **Review**

This policy will be reviewed at 3 yearly intervals.

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