

# Religious Education Policy

## Arnold Mill Primary School



Written by:  
Kelly Broniewska

Date: October 2019

Last reviewed on: June 2024

Next review due  
by: July 2025

## Contents

|                                     |   |
|-------------------------------------|---|
| 1. Intent .....                     | 3 |
| 2. Legislation and guidance .....   | 3 |
| 3. Roles and responsibilities ..... | 4 |
| 4. Implementation.....              | 4 |
| 5. Inclusion.....                   | 4 |
| 6. Impact .....                     | 6 |
| 7. Links with other policies .....  | 7 |

---

## **1. Intent**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Arnold Mill Primary School, we develop the children's knowledge and understanding of the major world faiths, and we provide opportunities for children to ask and reflect on challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. We enable children to develop a sound knowledge not only of Christianity but also of other faiths and beliefs, both religious and non-religious. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

**Through the teaching of Religious Education we aim to:**

- Develop moral and social understanding through exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of the people in our society
- Develop an understanding of religious and non-religious traditions and to appreciate the cultural differences in Britain today
- Enable children to explore and think for themselves about British Values
- Develop their knowledge and understanding of Christianity and other major world religions and value the systems found in Britain
- Have an understanding of what it means to be committed to a religious tradition
- Provide opportunities to promote an ethos of respect for others, challenge stereotypes, celebrate diversity and build an understanding of other cultures and beliefs
- Be able to reflect on own experiences and to develop a personal response to the fundamental questions of life
- Develop children's cultural capital to provide them with the skills needed to prepare them for life in modern Britain

## **2. Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### 3. Roles and responsibilities

#### 3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

#### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Aims and objectives reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Implementation

### Organisation and Planning

#### Teaching and Learning

#### RE Curriculum

During their time at Arnold Mill, children will learn **about** and **from** the six main religions

- Christianity
- Judaism
- Islam
- Sikhism
- Hinduism
- Buddhism

The curriculum is sequenced so that children are able to build on prior learning and connect new knowledge, skills and vocabulary with existing knowledge, skills and vocabulary.

In Foundation Stage we focus on experiential learning and we use the child and their own life experiences as a starting point. We link the teaching units to these personal experiences and build on their prior knowledge. The children receive direct teaching and opportunities to explore in continuous provision.

As the children move into KS1 there is still a focus on experiential learning through both direct teaching and enquiry based continuous provision. The children are given further opportunities to explore religions and non-religions viewpoints in increasing depth, building on the knowledge acquired in the Foundation Stage. Once the children progress into KS2 the focus is on enquiry based learning which provides opportunities to deepen their knowledge and understanding as well as relate their existing knowledge to their own personal experiences through questioning and reflection.

To supplement this learning we provide opportunities for the children to visit places of worship and invite visitors into school to talk about their religious experiences. KS1 have termly open the book sessions which are delivered by volunteers from a local church.

### **Planning**

- Arnold Mill plans the religious education curriculum in accordance with the Nottinghamshire LEA's Agreed Syllabus.
- Curriculum overviews inform planning and ensure skills, knowledge and vocabulary progression throughout the school.
- Curriculum overviews set out the religious education topics studied each term in each Key Stage. As we have some mixed - age classes the topics are planned on a two year cycle.
- Teachers from the Foundation Stage to Year 6 plan to ensure full coverage of the aims and skills relating to the RE curriculum for that year group.
- Teachers use the Aims in Re: progression grid to plan learning that build on prior knowledge
- Teachers in Foundation, KS1, LKS2 and UKS2 share planning connected to each particular unit and ensure cross-curricular links are woven in.
- Planning will build in opportunities for children to 'learn from' as well as 'learn about' religion.
- Each unit will have a 'Big Question' which the children will consider and respond to at the beginning and end of a unit.

### **Spiritual, Moral, Social and Cultural Development**

Through teaching religious education in our school, we provide opportunities for Spiritual, Cultural, Social and Moral development.

Children will:

- consider and respond to questions concerning the meaning and purpose of life.
- explore issues of religious faith and values and in so doing; develop their knowledge and understanding of the cultural context of their own lives.
- build a sense of identity in a multicultural society.
- recognise the difference between right and wrong through the study of moral and ethical questions.

## **Resources**

There are a range of religious education resources in school and a box of resources for each of the religions taught is kept in a central store. There is a large collection of RE topic books both in the central store and school library.

## **Experiences and Enrichment Opportunities**

The children are provided with a range of learning opportunities to prepare them for life in modern, diverse Britain.

- Handling artefacts
- Visits to religious places
- Visitors into school from local religious communities
- Assemblies led by local vicars and RE lead
- Festivals from all faiths represented in school are celebrated
- Open the book sessions for KS1
- Hands-on, practical learning opportunities
- Discussions and debates about religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these
- Drama, music, dance, art and role-play
- Drama workshops
- Whole school events- Harvest, Christmas, Easter, St George's Day, Eid, Vaisakhi
- Videos and use of the internet to engage children and broaden their experiences
- Pupil Voice group

## **5. Inclusion**

We recognise that all classes have children of widely differing abilities, and so by matching the challenge of the task to the ability and experience of the child, we provide suitable learning opportunities for all children, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study RE, wherever possible, and ensure that there are no barriers to every pupil achieving. They will also take in to account the needs of the locality.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, evidenced in planning through differentiation and expected outcomes
- Providing resources of different complexity which are suitable for the ability of the child
- Providing appropriate adult support to scaffold learning and to aid the work of the individual or group

## **6. Impact**

At the end of each Key Stage, all pupils should know and be able to do more than when they started. They should have acquired skills, knowledge and vocabulary to develop the cultural capital needed to succeed in life. There will be evidence to show progress made at the end of each key stage and that children have reached their agreed end points as identified in the Progress Steps for RE. This will be evident in the children's ability to retain and recall knowledge, book looks, class evidence files, end of unit assessments and planning reviews. I can ... statements are used by teachers to make a judgement on children's learning and identify next steps. A pupil voice group allows the children to share their own views on progress and achievement and suggest next steps and ways to improve RE teaching at Arnold Mill.

## **Monitoring arrangements**

Action plans are shared with governors. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements.

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning/curriculum reviews
- Book looks/ Evidence files
- Staff skills audit
- Learning walks
- Peer coaching
- Reviewing action plans, policies and assessment materials
- Interviewing children

The subject leader is responsible for monitoring attainment and progress of pupils and the quality of the teaching in religious education.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by RE coordinator.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy
- Equality information and objectives
- British values
- Global awareness
- Spiritual, moral, social and cultural development