



**Blackpool Gateway Academy**

# **RELIGIOUS EDUCATION POLICY**

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Written by RE Lead

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**FCAT**

The best we can be

**Blackpool Gateway Academy is part of Fylde Coast Academy Trust**  
*"Learning today for a brighter tomorrow"*

## **Blackpool Gateway Academy RE Policy 20/21**

### **CURRICULUM INTENT**

#### **Overview**

At Blackpool Gateway Academy we teach RE through Key Questions from the Discovery RE programme. Our comprehensive scheme of work has been created to support staff by delivering RE through an enquiry-based approach to teaching and learning. At Gateway our aim is to develop a child's understanding of Christianity and the other major world religions along with the value systems found in Britain. Our children enter Gateway with very little experience of other cultures and religions and this impacts how we deliver RE. We ensure that our children have the opportunity to understand religious traditions and to appreciate the cultural differences in Britain today and then reflect on their own experiences and develop a personal response to the fundamental questions of life. The enquiry approach that we have adopted allows the children to make reasoned judgements about religious issues and respect for other peoples' views and to celebrate the diversity in society.

By the end of KS2, it is our intention that pupils are able to:

- Show understanding of the links between stories, beliefs and practices of faith communities.
- Show understanding and be able to reflect on how beliefs, practices and forms of expression influence individuals and communities and reflect on their similarities and differences.
- Present their own and others' views to challenging questions about belonging, meaning, purpose and truth.
- To transition to high school with the ability to Respond thoughtfully to ideas about community, values and respect

#### **Securing Cultural Capital**

In order to provide our children with rich and full experiences in RE, we provide the children with real life opportunities that will develop their spiritual and moral understanding and present them with opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from different faith communities throughout the year.
- Various out of school visits to local places of worship.
- Experience days where children are given the opportunity to take part in different faith celebrations and festivals.

## **Inclusion**

(including SEND, EAL, Disadvantaged and Gifted)

At Blackpool Gateway Academy we provide a broad and balanced curriculum for ALL our children. As a school we are committed to providing a high quality education to all the children living in our local area. We recognise that pupils learn at different rates and there are many factors which can affect their achievement. We want to produce an inclusive environment and raise the aspirations of and expectations for all pupils including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language. Lessons are designed so these pupils can take part alongside their peers developing their knowledge and understanding at an appropriate level and speed and work is scaffolded in order to achieve this.

Where necessary, teachers will use interventions to help pupils improve their attainment. , Interventions usually consist of:

- Support from staff within class.
- Differentiation - different levels of work provided to meet their individual needs.
- Group work with peers to build confidence and knowledge.
- Visual prompts

All children are encouraged to share and present their own experiences and views and gifted children are identified and challenged through their learning. We provide challenge skills in each RE topic which allows the teacher to identify, plan and assess those children who show the ability to work beyond the age related expectations for their year group.

## **Nurture**

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our RE policy. All teaching staff will skillfully nurture and support children where needed to remove barriers to learning. To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional, behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Nurturing children allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in RE.

## **Spiritual, moral, social and cultural development (SMSC)**

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group.

## **British Values**

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

## **CURRICULUM IMPLEMENTATION**

At Blackpool Gateway RE begins in the EYFS and is taught through topics based upon the children's own lives and their own experiences. Through the various strands within the 7 areas of learning we seek to build the foundations on which children will foster positive attitudes to diversity and difference. It is important to encourage children to ask questions and explore answers which can support them to develop emotionally, spiritually and morally as well as help them find out about themselves, their family and the community. RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to showing curiosity, making links with what they know and exploring through acting out experiences.

## **Planning for RE**

Each year group teaches an RE theme every half term through a key question. In total, a year group will teach 6 RE topics per year, 3 of which will focus on Christianity. The remaining 3 themes will focus on 1 other world religion.

Year 1	Christianity	Judaism
Year 2	Christianity	Islam
Year 3	Christianity	Hinduism
Year 4	Christianity	Buddhism

Year 5	Christianity	Sikhism
Year 6	Christianity	Islam

### **Discovery RE**

All staff have access to the Discovery RE planning documents for their year group. Follow link Drive: [15.Support materials](#). Discovery RE begins each topic with a theme and enquiry question that is the focus and then breaks this down into 3 key learning points. All planning and assessment documentation follows the colour coded system below;

- **Green: personal resonance with or reflection on... (formerly AT2 personal)**
- **Blue: knowledge and understanding of... (formerly AT1)**
- **Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).**

Discovery RE advocates an enquiry-based approach with a 4-step process The 4-step enquiry process The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Each strand has a differentiated objective that is in line with our bronze, silver and gold policy and these are used for planning purposes and can also be found on the book inserts that teacher's use for lesson assessments. Each half termly question begins with the green descriptor and focus on personal resonance- children are encouraged to think about an aspect of their life that will lead into the religious beliefs and practises being taught e.g. The theme of Hanukkah in year 1 begins by looking at the different ways we celebrate occasions and give thank you cards. The next series of lessons will then move on to the blue descriptors where children will learn the religious vocabulary, meanings and practises. The half term's topic is brought to a close with children looking at the red descriptors, revisiting the key question and children sharing their opinion with the key focus being their use of the knowledge and understanding gained across the topic to inform and justify their answer.

At the beginning of each half term the new insert containing the theme, key question and objectives are stuck in to the children's book as below; Follow link:[Half term inserts](#)

Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Comments
<b>WORKING TOWARDS</b> (Level 1)	<p>I can tell you about a present I have received.</p> <p>I can say something about the Christmas story.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	
<b>Year 1 expectation</b> <b>WORKING AT</b> (Level 2)	<p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>	
<b>WORKING BEYOND</b> (Level 3)	<p>I can talk about a gift that is special to me and explain how I felt when I received it.</p> <p>I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p>	

**RE Assessment**

As discussed above\_in each child's book, you will find a book insert with the skills and learning that they will cover for that particular topic. It is the teacher's responsibility to highlight these skills for each child and date when they are achieved in the lesson. This will inform their summative assessment that will be added into our whole school RE assessment and the end of every half term.. Follow link: [Assessment trackers 20/21](#)

Although writing and presentation may be addressed in books, good RE feedback should enable the learner to further their learning.

RE falls in line with our Marking and Feedback policy within school. Alongside the agreed syllabus for RE from Lancashire SACRE, Discovery RE continues to reference the 2 attainment targets (teasing out the different aspects of AT2) and end of key stage age-related expectations for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

## **CURRICULUM IMPACT**

### **We measure the impact of RE by:**

- ❑ that the curriculum for RE is well-constructed and well-taught
- ❑ all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- ❑ pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the agreed syllabus - so that learning in RE is building to the end points outlined earlier in the policy and that pupils are being prepared for their next stage of education
- ❑ Children will develop skills, beliefs and a respect for different cultures and religions that they will use beyond school and into adulthood.

We will assess the implementation and impact of the agreed syllabus in a range of ways and with several assessment tools.

Teachers will complete half termly assessments on the children's inserts and use these to inform their end of term assessment tracker. Observations by teachers during lessons will allow them to plan according to the gaps and misconceptions in the children's knowledge. As previously discussed, Discovery RE offers clear progression in each theme and learning is systematic and progressive. 2 religions are focussed on by each year group allowing children to return to and build upon previous learning throughout the year allowing the children at Gateway to know more, remember more and have a deeper understanding. The 2 key Christian festivals of Easter and Christmas are re-visited every year to enable children to investigate the different themes and build a deeper understanding.

### **Monitoring of Planning, Teaching and Learning**

Monitoring is carried out by subject leaders and members of SLT through walkthroughs, book looks and discussions with staff and children. Any actions or improvements required are recorded and acted upon to enable us to provide the highest quality RE teaching for our children..

- lesson observations (carried out by SLT and subject lead)
- exercise book and floor book scrutiny
- pupil and teacher voice
- classroom environment monitoring and learning walks, with an emphasis on high expectations
- Half-termly moderation with the FCAT science team during QIG meetings

In addition to first-hand evidence, impact will also be tracked through the internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those

that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.