

Religious Education Subject Leader Report



Subject Leader: Miss Howarth

Intention

At Highfield Community Primary School, we pride ourselves on being a community school which includes a wide range of different cultures and religions. Teaching children religious and non-religious worldviews is essential for children to be well-prepared for life in our increasingly diverse society. This is reflected within our religious education syllabus. Our aim is to prepare children to respect religious and cultural differences and contribute to a cohesive and compassionate society. Religious Education at Highfield allows pupils both the opportunity to see religion and nonreligion in the world, and the opportunity to make sense of their own place in that world. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God and issues of right and wrong. Pupils are exposed to curious thinking about what it really means to be human.

Implementation

Children's religious education learning journey begins at the Early Years Foundation stage. Throughout their learning of 'Understanding the World' children are exposed to a range of special celebrations, stories and places. Learning is promoted through a mixture of adult led, child initiated and guided activities. Skills are carefully modelled and enhanced within areas of provision. The promotion respecting and celebrating each other's differences is at the heart of learning by developing an understanding of diversity beyond their immediate family experience.

We aim to allow children to be independent thinkers with their own respectful views about the world around them. By the end of their time of Highfield, children will have been exposed to a variety of religions including Christianity, Islam, Hindu Dharma, Sikhism, Judaism and Buddhism. The overarching key question of 'What does it mean to be human?' is used throughout their time at Highfield. Each year group have their own key question which is incorporated into each unit throughout the year. Key questions are then used within each unit of learning. Christianity is broken down into three categories of Jesus, God and Church. Key Stage One also study Islam, Hindu Dharma and Judaism. Key stage two are then further exposed to Sikhism to Buddhism.

Each unit is broken down into four fields of enquiry:

- Shared Human experiences - Sharing inclusive experiences, common to all human beings and raising questions of meaning, purpose, identity, origins, destiny, value and authority.
- Beliefs and Values - Beliefs and values lie at the heart of the way of life and religious practises of the faiths studied.
- Living religious traditions - How Buddhists, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their way of life today.
- Search for personal meaning - This refers to the development of a sense of personal meaning. This field of enquiry contributes to the provision of spiritual, moral, social and cultural development.

Planning is carefully created in order to bring the religion to life. We are very lucky to be part of a diverse school and therefore have access to a range of parent volunteers within the different religions to deliver workshops to classes and expose children to a variety of religious artefacts. For example, Muslim parents have come into school to model Islamic prayer. Children had the opportunity to bring in their own religious items to share with the school. Every year group must also attend a religious place of worship throughout the school year. This allows children to have a wide range of experiences within each place of worship of the religions they are studying.

Children are formally assessed at the end of both Key Stage One and Key Stage Two. At the beginning of each unit, all children are given a 'cover sheet' to complete factual information about the religion including the key followers, religion, religious symbol, place of worship and the key question. Teachers recap prior learning taught at the beginning of each lesson and make links to other religions throughout. Weekly lesson assessments are undertaken by the teacher and at the end of each unit, children will share the key knowledge learnt within the unit.

EYFS

The foundations of RE begin within 'Understanding the World' through looking at people, cultures, and communities. We expose children to, and celebrate, a variety of cultures and traditions through provision and enrichment opportunities. We structure our explicit teaching by using Lancashire RE to deliver foundational concepts (celebrations, special stories/places, bravery, traditions) and share significant stories throughout the year. Parental involvement is invaluable in delivering this strand of 'people, culture and communities'. In autumn term we explore Christianity through practising and performing our nativity, and invite parents to share this celebration with us. In spring term we celebrate Eid by hosting a party and invite the parents to share their traditions. With the children, we built positive relationships with parents from all cultures within the community and often invite visitors in to share their culture. This provides children with the platform to further understand their learning in key stage 1, and the tools to embed knowledge about diversity, tolerance and community.

SEN Provision

At Highfield we are committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel like a valued member of the wider school community.

Provision is tailored to more specific needs in Cedar and the Orchard but follows our knowledge-rich, child-led approach.

PARENTS' RIGHT TO WITHDRAW THEIR CHILD

The law states that:

- If the parent asks that a pupil should be wholly or partly excused from receiving any religious education at the school, then the school must comply;
- As schools act in loco parentis, a school continues to be responsible for the supervision of any child withdrawn by its parents from RE unless the child is lawfully receiving religious education elsewhere;

How should a parent make the request?

- All requests should be made in writing to the Headteacher either by email or a message on Dojo;
- A written record will be made of the request, any discussion and the outcome.
- The request should be reviewed annually.
- Parents considering withdrawal should contact the headteacher to arrange a discussion **which will include** why the parent wishes to withdraw the child; an explanation as to the approach to religious education;

Parents should remember that at Highfield RE is inclusive and explores what it means to be human; It is not indoctrinating or nurturing children in a faith or promoting any particular belief system; RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.