

Religious Education (RE) Policy

Date	Author	Comment
May 2020	Miss H. Brown	Reviewed and Updated
May 2022	Miss H. Brown	Reviewed and Updated

Re Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality RE curriculum for all learners.

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Intent

Purpose of Study

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This fits with our school ethos of being **Supportive** and **Positive**, helping to **Achieve** a collaborative approach that promotes high expectations.

Aims

By following Discovery RE, Southcoates Primary Academy aims to ensure that all pupils:

- adopt an enquiry-based approach, beginning with the children’s own life experience before moving into learning about and from religion.
- consider challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe, wonder and mystery.

Implementation

Organisation

Discovery RE covers all areas of RE for the primary phase; Christianity plus at least one other religion is taught in each year group. The grid below shows specific enquiries for each year group. Each half term starts with an enquiry question which is the focus of learning throughout a unit.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Judaism Special People: What makes people special?	Christianity Christmas: What is Christmas?	Hinduism Celebrations: How do people celebrate?	Christianity Easter: What is Easter?	Christianity Islam Sikhism Hinduism Stories: What can we learn from stories?	Christianity Islam Judaism Special Places: What makes places special?
Year 1/2	Christianity What did Jesus teach? Is it kind to be all of the time?	Christianity Christmas: Why do Christians believe God gave Jesus to the world?	Islam Prayer at home: Does praying at regular intervals help a Muslim in his/her everyday life?	Christianity Easter: Resurrection: How important is it to Christians that Jesus came back to life after his crucifixion?	Islam Community and belonging: Does going to a mosque give Muslims a sense of belonging?	Islam Hajj: Does completing Hajj make a person a better Muslim?
Year 3/4	Buddhism Buddhist teachings: Is it possible for everybody to be happy?	Christianity Christmas: What is the most significant parts of the Christmas story for Christians today?	Christianity The Eight Fold Path: Can Buddhist teachings make the world a better place?	Christianity Is forgiveness always possible for Christians?	Buddhism What is the best way for a Buddhist to lead the best life?	Christianity Do people need to go to church to show they are Christians?
Year 5/6	Islam What is the best way for a Muslim to show commitment to God?	Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is anything ever eternal?	Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam Does belief in Akhirah (life after death) help Muslim's lead good lives?

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Judaism Special People: What makes people special?	Christianity Christmas: What is Christmas?	Hinduism Celebrations: How do people celebrate?	Christianity Easter: What is Easter?	Christianity Islam Sikhism Hinduism Stories: What can we learn from stories?	Christianity Islam Judaism Special Places: What makes places special?
Year 1/2	Christianity Creation Story: Does God want Christians to look after the world?	Christianity Christmas: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity Jesus as a friend: Was it always easy for Jesus to show friendship?	Christianity Easter- Palm Sunday: Why was Jesus welcomed like a king or a celebrity on Palm Sunday?	Judaism Shabbat: Is Shabbat important to Jewish children?	Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 3/4	Sikhism The Amrit Ceremony and the Khalsa: Does joining the Khalsa make a better Sikh?	Christianity Has Christmas lost its true meaning?	Christianity Jesus' miracles: Could Jesus heal people? Where these miracles or is there some other explanation?	Christianity Easter- Forgiveness: What is 'good' about good Friday?	Sikhism Sharing and Community: Do Sikh's think it is important to share?	Sikhism Prayer and Worship: What is the best way for a Sikh to show commitment to God?
Year 5/6	Hinduism Prayer and Worship: What is the best way for a Hindu to show commitment to God?	Christianity Christmas: Is Christmas a true story?	Hinduism Hindu beliefs: How can Brahman be everywhere and in everything?	Christianity Easter; How significant is it for Christians to believe God intended Jesus to die?	Hinduism Beliefs and Moral values: Do beliefs in Karma, Samsara and Moksha help Hindu's lead good lives?	Christianity Beliefs and Practices: What is the best way for a Christian to show commitment to God?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied, linking to our key pedagogies, and are mindful of preferred learning styles. Each enquiry starts from the children's own life experiences, using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Units are split into 4 areas:

- Engagement
- Investigation
- Evaluation
- Expression

In addition to the RE taught through the Discovery RE Programme, every child will also receive coverage of 4 major religions through our House Assembly structure.

All children in school are assigned to one of four 'houses'. Houses meet every two weeks for half an hour. Each house studies a country that they then use as a stimulus for the opening ceremony of our sports day. This may include music, dance or song. The countries have been chosen for a range of reasons to ensure that each house will study a home nation (H), a country that is home to a major world religion (R), a Spanish speaking country (S) and a major world nation (W). These are staggered so that each of the four themes is represented each year over a four-year rolling programme.

Year	Wilberforce	Johnson	Needler	Sullivan
1	South Africa (W)	Scotland (H)	India (R: Hinduism/Sikhism)	Spain (S)
2	Ireland (H)	Argentina (S)	Jamaica (W)	China (R: Buddhism)
3	Mexico (S)	Israel (R: Judaism)	Wales (H)	Poland (W)
4	Pakistan (R: Islam)	France (W)	Colombia (S)	England (H)

- **RE Subject Leader Audit** – this document outlines the history focus for each phase in each half term. It also highlights links to the Southcoates Cultural Passport, cross curricular links and opportunities for parental involvement.
- **RE Subject Progression Document** – this document dictates the key vocabulary, declarative objectives and procedural objectives to be taught during each term's history unit, for each phase.
 - Early Years objectives have been written in line with the **Early Years Framework**, with most of the RE objectives relating to the Understanding the World Area of Learning and Development.
 - The objectives for Years One to Six cover the expectations of the **National Curriculum**.
 - The RE curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
 - The progression of technical vocabulary relating to RE is also planned for on the **Termly Progression Document**.
- Using the objectives from the Termly Progression Document for RE and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.
- The **Declarative and Procedural Knowledge Progression Document for RE** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Impact

The impact of the teaching of RE can be seen in children's exercise books and through discussions with pupils.

Formative assessment of progress is made by teachers throughout the lessons by asking questions and making observations to check individual children's understanding. Assessments of individuals will be noted on the planning. Teachers mark a piece of work once it has been completed following the marking policy, and comment as necessary. Children may be requested to respond to marking in red depending on the piece of work.

The three areas on which a child is assessed are:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

Pupil voice interviews are conducted by Subject Leaders to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

Teachers are required to assess the children twice yearly to provide predictions and yearly outcomes of each child and record on an agreed assessment sheet.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	Where possible and when opportunities arise, teachers will discuss safe behaviours. These may be linked to how people of faith believe people should live their lives.
Positive Role Models	It is very important that children value their learning. Children will meet positive role models from different faiths in the classroom and through first-hand experience. Key figures through religion will also be a focus and why they were role models for their people.
Awareness of the World	The RE curriculum at Southcoates fosters an awareness of the world by introducing the children to significant events, faiths, culture and people that have helped shaped the modern world in which they live in today.

Resources

The resources available to staff, which include a comprehensive supply of RE topic books, are located in a central store. There is a set of bibles for both Key Stages and a collection of religious artefacts which are used to enrich teaching in religious education. Any new available resources are circulated to staff where they can choose to use them if appropriate within their planning and lessons. There are bank of resources on the Discovery website where the staff have access to help support the delivery of their lessons. There are also several boxes of resources in school which are linked to a variety of World Religions and books can be provided through the Hull Library Service linking to their half terms enquiry focus.

In addition to this, each phase is provided with a budget to spend on visits to Places of Worship, and to arrange for visitors from different faiths to come into school.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for RE document.

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
WTS – Working Towards the Expected Standard
EXS – At the Expected Standard
GDS – Greater Depth Standard

The children's learning is assessed against end of **phase** expectations. The assessment grid on the following page is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

End of Phase Standard				
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All children at Southcoates Primary Academy should access quality first RE teaching and are taught age appropriate objectives which are set out in the Subject Overview Document. To enable all children to achieve their potential in RE, scaffolding is used to help pupils to develop their knowledge of a concept. Where possible, artefacts are used by teachers to support learning and bring RE concepts and beliefs to life.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken with questioning which will allow them to express their own beliefs and knowledge.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

To raise the profile of RE and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- School trips and visitors have been planned in throughout the year for each phase, meaning each phase should have at least one visit/visitor whilst studying the following faiths :

	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Cycle A	Judaism	Islam	Buddhism	Islam
Cycle B	Hinduism	Judaism	Sikhism	Hinduism

- External contributors from the community, e.g. local clergy, local members/speakers from different religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.
- The Open the Book team from the local church visit to provide assemblies in which stories from the Bible are acted out for the children.
- The following performances are done by the children, at the local church, with one performance to the school, and one performance to parents:
 - Early Years: Nativity Performance
 - KS1: Harvest Performance
 - LKS2: Easter Performance.

Subject Monitoring and Improvement

Subject Leadership

RE is overseen by the Wellbeing Faculty. The Wellbeing Faculty meet every other week to discuss:

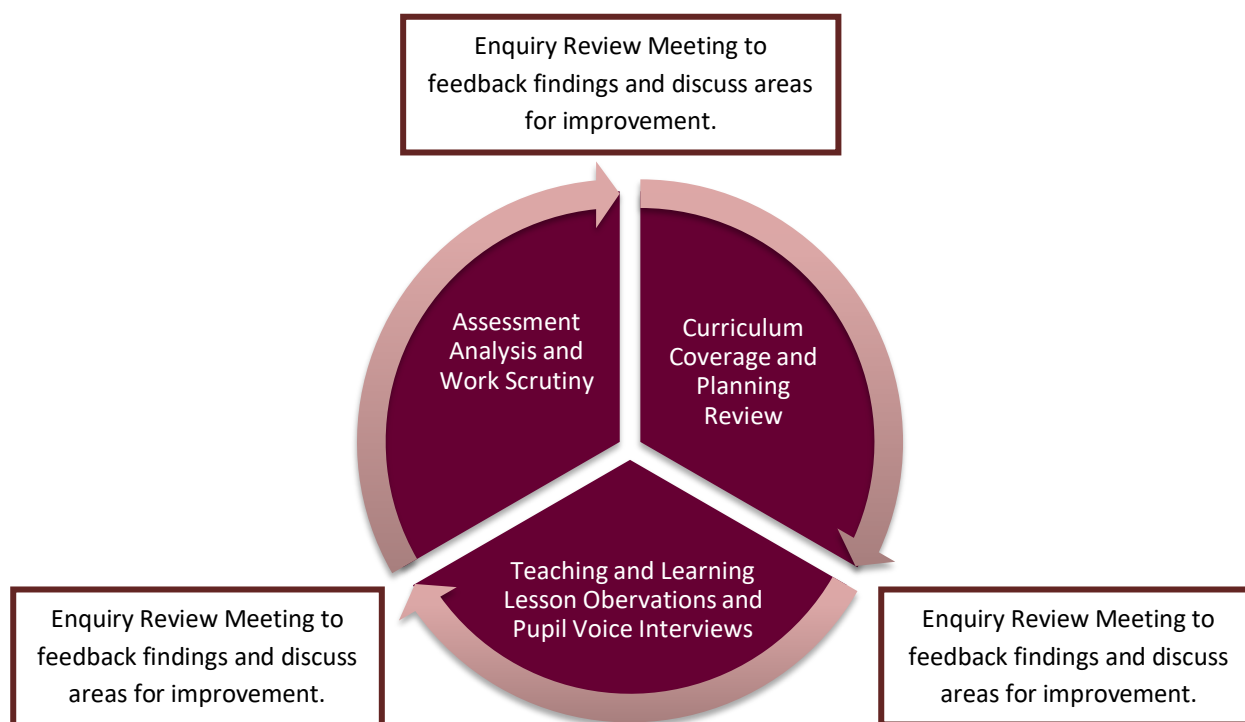
- Outcomes of monitoring.
- Additional whole school opportunities and experiences to enrich learning and personal development.
- CPD requirements.
- Assessment.
- Curriculum development.

The Subject Leader for RE and the Subject Leader for PSHE work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

Subject Triangulation

The curriculum, teaching and learning and outcomes of RE are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for RE.



Subject Improvement

Subject leaders feedback findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.