

Hempshill Hall Primary School



RE Policy
2024/5

Introduction

Religious Education contributes positively to children's education in schools. It provokes challenging questions about human life, beliefs, communities, and ideas. In RE, children will learn about ways of life in local, national, and global contexts. They will discover, explore, and consider many different answers to questions about human identity, meaning and value. Through RE, children will investigate religions and worldwide views and express their own ideas and the ideas of others. RE makes a significant contribution to pupils' ability to engage with ideas about British values, such as tolerance and respect for people who have varied and different beliefs and world views.

Intent, Implementation, Impact

Intent

Within the local SACRE, it states:

The National Curriculum states the legal requirement that:

Every state funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at - school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

And:

"All state schools ... must teach religious education to pupils at every key stage....All schools must publish their curriculum by subject and academic year online." –

The SACRE also states the following legal requirements:

- RE is for all pupils
- RE is determined locally not nationally
- RE is multifaith, and recognises the place of the Christianity and the other principle religions in the UK. Non religious worldviews are included.
- Requirements for different types of school vary.

At Hempshill Hall, we also aim to:

- Not promote or discourage a particular belief but to foster an attitude of fair-mindedness and a willingness to respect other people.
- Focus on religions that fit the demographic of our school.
- Use our school motto "Happiness, Harmony, Success" to promote positive attitudes in which RE can flourish with the child at the centre of the learning. These attitudes consist of commitment, fairness, respect, self understanding and enquiry.

- Spend time developing the skills of investigation, reflection, analysis, application, evaluation, interpretation, empathy and expression as according to the agreed syllabus.
- Give parents the right to withdraw from RE in accordance to the local SACRE

Implementation

Our RE curriculum is implemented through the local agreed syllabus, which states the following areas of learning:

A – Know about and understand a range of religions and worldviews

B – Express ideas and insights about the nature/significance/impact of religions and world views

C – Gain and deploy the skills needed to engage seriously with religions and worldviews

At Hemps Hill Hall, the children go on a journey of learning from their time in EYFS to when they are preparing for secondary school.

- Children in EYFS will encounter religions and worldviews through special books, people, times, places, and objects. They will listen to and talk about stories and reflect on their own feelings and experiences.
- KS1 children will develop their knowledge and understanding of religions and worldviews. They will find out about religions locally, nationally, and globally and use relevant specific vocabulary. Children will ask questions and express their own views about things they have learnt. They will learn through stories, music, and drama and their language will be scaffolded to enable full engagement from every child.
- KS2 children will extend their knowledge and understanding of religions and worldviews, and they will recognise these locally, nationally, and globally. They will use extended sources of information and their vocabulary will be expanded. They will ask increasingly challenging questions about religion, beliefs, values, and human life. They will learn to identify relevant information from sources such as books and they will learn how to use this information to support their own ideas and views.
- Children in all year groups between F2 and Y6 will visit a building of religious worship.

Impact

The impact of our broad and diverse RE curriculum is that our children have ethical beliefs based on both Global Citizenship and British values, recognising that every person is a citizen of the world.

- Children will be able to describe, explain and analyse beliefs and practices, and recognise the diversity which exists in our community.
- Children will identify, investigate, and respond to questions and thoughts from the religions and worldviews they have learnt about.
- Children will appreciate the impact on everyday life that different religions and worldviews have.

- Children will learn how communities with different beliefs and values can live together respectfully and develop tolerance of people who have different values to their own.
- Children will be able to say why their own values and beliefs are important to them and the impact they have on their own lives.

Subject Content at Hempshill Hall

Foundation Stage – The foundation stage curriculum provides learning within the area of “People, Culture and Communities.” By the end of Foundation Stage, the children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Key Stage 1 – The focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national, and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

Key Stage 2 – The focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views, recognising their local, national, and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values, and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Which religions and beliefs are to be studied according to SACRE. At Hempshill

Reception	Child’s awareness of self Own community Start to encounter Christianity and other faiths within their classroom	<i>Non religious world views in RE – Humanism etc in Year 5/6</i>
KS1	Minimum of two religions , one of which is Christianity <i>Christianity and Judaism recommended</i>	
KS2	Minimum of three religions, one of which is Christianity <i>Christianity, Hinduism and Islam recommended</i>	

Our Curriculum

Our RE curriculum offers opportunities to promote children's spiritual, cultural, social, and moral development. It makes a valuable contribution to enable our children to consider British values, including tolerance and respect for people who have different faiths and worldviews. Children will build faith links with the local community, which will give them the opportunity to meet people of different faiths and cultures and develop a respect for those who believe and think differently.

Long term planning

Our RE curriculum overview maps out the key knowledge to be taught across the year groups (EYFS-Y6) which follows the guidance of the Nottingham agreed syllabus and the Development Matters/Birth to 5 non statutory guidance of foundation.

Medium Term Planning

Teachers plan half termly topics through a sequences of lesson sequences. Each lesson sequences builds upon prior learning, and links to future learning. These lesson sequences are reviewed and edited frequently to ensure the highest quality learning outcomes for the children.

Short Term Planning

From the lesson sequences, teachers can divide the required knowledge for the topic into a series of individual lessons and assess from there. Teachers plan lessons to achieve specific lesson objectives, incorporating teaching methods outlined below. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and continuous provision both inside and outside the classroom.

Teaching Methods

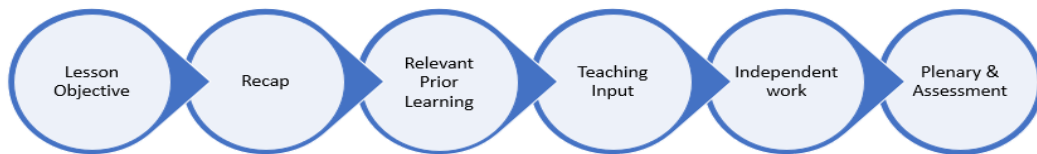
All teaching follows the approach outlines in our whole school teaching and learning protocol document. The teaching of RE offers good cross-curricular links with subjects such as English, PSHE and History, yet maintaining RE as the primary focus of the lesson.

In the teaching of RE -

- Children will learn through stories, drama, and music.
- Children will have the opportunity to visit places of worship for first-hand experience of different religious buildings and the rituals undertaken by people of that faith.
- Children will use religious artefacts for a 'hands on' experience.
- Children will have visitors in assemblies, talking about local, national, and global issues, for example Christian Aid and WWF.

- Children will learn from each other during 'Diversity week'. Children will visit other classes to talk about their own faith and beliefs.

Lessons take the following structure, ensuring prior knowledge is recapped and children have the opportunity to work collaboratively with their peers and teacher and also independently.



SEND and Inclusion

RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We are inclusive and provide learning opportunities that are adapted to meet the needs of all children.

Enrichment

At our school the children are given opportunities to visit places of worship in every year group between F2 and Y6. It is also our aim to increase the amount of religious inspirational people that visit our school, particularly of a local nature, in order to stimulate and drive the learning of the children.

Assessment

Assessment is an essential part of the teaching process for RE and it is used to help to inform planning and ensure provision for any learning gaps that may arise. Assessment is carried out by observation and effective questioning during all lessons.

Teacher then use this knowledge to assess against the learning objective at the end of each lesson.

Questions are also used in a quiz format against the knowledge organisers.

At the end of each topic, there is a multiple choice subject assessment in order to capture the success of the topic itself.

Monitoring

The curriculum leader, alongside SLT and governors, is responsible for monitoring and evaluating curriculum delivery and outcomes. This is achieved through, book scrutiny, planning scrutiny, resource audits, learning walks, pupil voice and lesson observations. A strand of learning is also tracked to ensure there is a clear progression.

Learning at Home

Our Family homework projects allow children to extend their learning, follow their interests and involve parents/carers and wider family members in their learning. Parents are invited into school to celebrate children's work.

Role of Subject Leader

- The subject leader, together with the senior leadership team and governors, are responsible for monitoring and evaluating the quality of teaching and learning in RE across the school.
- The subject leader is responsible for ensuring continuity and progression of knowledge and skills through the coverage of the subject.
- The subject leader is responsible for collecting and analysing school data in consultation with the assessment coordinator.
- The subject leader will undertake any relevant training (including termly NST training) and keep abreast of current initiatives.
- The subject leader will regularly deliver CPD for staff in school.
- The subject leader is responsible for the ordering of resource to enable delivery of lessons.
- The subject leader will write a yearly report to the governors.