

RE Policy

2021



Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

Intent:

Our intention when planning and delivering the Religious Education curriculum at Fallings Park Primary School is to ensure that all pupils know about and understand a range of religions and worldviews in the local, national, and wider global community. Moreover, we aim to develop pupils' spiritual, moral, social, and cultural development by promoting respect and open-mindedness towards others with different faiths and beliefs. It is our intention that, through enquiry, pupils at Fallings Park Primary School will be provided with opportunities to develop their ideas, values, and identities, and learn to articulate clearly and coherently these ideas while tolerating the right of others to differ. We are committed to inspiring our children to be confident and harmonious in their beliefs.

Our RE curriculum is designed to encourage creativity, imagination, enquiry, discussion, debate and independence. Religious Education has a significant role for the development of pupils':

- spiritual,
- moral,
- social
- cultural development

Our RE curriculum:

- promotes respect and open-mindedness towards others with different faiths and beliefs
- encourages pupils to develop their sense of identity and belonging through self-awareness and reflection
- encourages curiosity and to the ability to ask questions about religion, belief, values and human life
- develops an awareness and tolerance of living in a multi-cultural society
- develops an understanding of the importance of being mutually respectful towards the beliefs of others
- promotes British Values
- enables pupils to be able to express and communicate openly to show knowledge and understanding whilst showing respect for different cultures.

Through the teaching of RE in our school, we are committed to helping all children develop these key religious skills.

Implementation:

At Fallings Park we use the agreed **Wolverhampton SACRE Syllabus** which is in line with the National Curriculum 2014. The syllabus has been organised into modules, ensuring progression of skills and a wide range of teaching opportunities and situations to enable children to acquire knowledge and understanding. Topics have been chosen and carefully placed in the long term plan to enable children to make links between areas of study across the curriculum.

The following religions will be studied through the agreed syllabus at our school:

- Christianity
- Sikhism
- Islam
- Hinduism
- Judaism

The teaching of RE is timetabled for one hour per week in both KS1 and KS2. In EYFS in line with the agreed syllabus, RE will be taught through play opportunities that are given to pupils to enable them to develop their understanding through their play. We use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning. All pupils will be introduced to an extended range of resources and subject specific vocabulary. Where appropriate RE will link to other subjects, such as: Maths, English, History, Geography and RSHEe. At Fallings Park we have a school prayer which is developed as they progress through the school years which is repeated at the end of each school day. We have weekly assemblies delivered by Leadership Team which are closely linked to our RE curriculum.

RE is celebrated in our school through displays in classrooms or corridors and the children's books. Also, through celebrations of religious festivals across school.

Planning and Assessment in RE:

Planning in RE is a process which all teachers are involved in. The foundation for RE planning is the whole school curriculum map developed through a process of collaboration between staff and approved by the Governing Body. Planning will be developed using the **Wolverhampton Agreed Syllabus** of work as a guide which has been drawn up and cross referenced to the National Curriculum 2014 in order to ensure full coverage. Planning is monitored by the Leadership Team to ensure the consistency of approach, progression and standards. Teachers of Fallings Park will apply thinking skills, enquiry and creative learning methods to all RE lessons. Furthermore, this will then raise the profile of RE in school and challenge and equip our school to set high standards within the subject of RE.

Use of Resources in RE:

Resources for RE are stored centrally in the resources room. Appropriate resources are removed and placed in classrooms when required by a particular scheme of work. Following use, they are then returned centrally in the resources room. A dedicated area suitable for display and/or any religious work should be in the classroom. Central resources in RE are the responsibility of the religious co-ordinator. If teachers require any other resources to support the teaching and learning of RE they should enquire with the RE co-ordinator.

Impact:

At Fallings Park Primary we envision our RE curriculum impacting our pupils by ensuring our pupils have positive attitudes towards any religion and show an understanding of all cultural beliefs different to their own. The pupils at our school will enjoy learning about other religions and make links between their own lives and those of others in their community and the wider world. They will demonstrate respectful behaviour in their community, wider community and beyond. Pupils are expected to know, understand and apply

skills related to the learning in our RE curriculum. This will mean our pupils understand how other people choose to live and understand why they choose to live in that way respectfully. As such, RE is invaluable in an ever changing world and will allow our children to succeed in their lives and live in a multi-cultural society in cooperation with others.

Assessment:

By the end of the academic year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Age Related Expectations.

A dedicated area suitable for display and/or any RE work appears in each classroom.

Success criteria are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson.

Milestone assessments using the Termly Curriculum Assessment (TCAs) spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress.

TCAs are subsequently used in order to ensure knowledge skills are built upon and not repeated.

Reporting in RE to parents (this is done on a termly basis through Parents' Evenings and annually through a written report)

Subject leadership:

Senior and Year Leaders take the lead in policy development, developing future subject leaders, utilising the skills of subject enthusiasts and specialists, where appropriate.

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of RE

Senior Leaders, Year Leaders and subject enthusiasts monitor coverage, differentiation and ensure teaching of subject is taking place

Year Leaders track progress using TCAs in RE and advise the Head Teacher on action needed.

Senior Leaders, Year Leaders and subject enthusiasts keep up to date with developments in RE education and disseminate information to colleagues, as appropriate.

Equal Opportunities within RE:

The teaching of RE closely follows the school's equal opportunity policy. Teachers are advised to carry out lessons that give all pupils access to a range of different learning styles. All pupils are encouraged to take part fully, in all RE lessons across the school. Parents have the right to withdraw their children from the teaching of religious education. Any parent that wishes to exercise this right should contact school.

RE subject enthusiasts: F Thomas and C Jones.

Agreed:

Review Date: