



# Hartford Primary School

## RE Policy

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Signature of Headteacher:

## **Hartford Primary School RE policy**

We aim for Religious Education at Hartford Primary School to engage, challenge and encourage all children to explore religious belief, values and traditions. We believe that Religious Education provides an opportunity to ask big questions and celebrate and foster awareness of the differences in the wider world, preparing children for life in the 21st century.

### **The Purpose of this document**

The Education Act (1996) requires that Religious Education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the locally agreed syllabus which is Cheshire West and Chester RE Syllabus. It is the purpose of this document to give a clear outline of the aims and objectives for Religious Education at Hartford Primary School and how we teach, plan and assess RE.

### **Intent**

Religious Education is a foundation subject and is important to our school. It is our intention to help our children to:

- Acquire and develop knowledge and understanding of other religions and world views;
- Develop an understanding of the influences of beliefs, values and traditions on the individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- Develop awareness of the fundamental questions of life in the light of their own experience, beliefs and values;
- Develop and apply higher level thinking skills and attitudes such as critical thinking and empathy;
- Engage in opportunities for creativity and enquiry;
- To reflect;
- To have a sense of awe and fascination.

### **Guidelines**

- We will allocate sufficient time and resources to ensure that the expectations of the agreed syllabus can be met.
- We will ensure the children's experiences are progressive and coherent, developing the core knowledge as specified and the skills required to access religion and worldviews.
- We will ensure that teachers of Religious Education are enabled to teach the requirements of the agreed syllabus and this forms part of their CPD.
- We will allocate sufficient resources for pupils to be fully engaged in their learning and reach the highest possible standards in Religious Education.

### **Implementation**

The teaching of Religious Education at Hartford is based on the Cheshire West and Chester Religious Education Agreed Syllabus of September 2019. The time requirements of teaching Religious Education will be met (KS2: 45 hours per year. KS1: 36 hours per year).

Within Foundation Stage, children will experience enquiry based Religious Education related activity from Christianity and a range of world religions to contribute to the Foundation Stage curriculum requirements. By the end of the summer term, Foundation Stage classes will move towards the statutory requirement for KS1.

The religions to be covered across Key Stage 1 and 2 are as follows:

**KS1 (Years 1 and 2)**

Christianity	Christianity	Christianity
Judaism	Islam	Free Choice Enquiry

Christianity 3 Terms

Judaism 1 Term

Islam 1 Term

Reference to a Non-Religious Worldview (e.g Humanism)

Free Choice Enquiry Units for the school to decide 1 Term.

**KS2 (Years 3 and 4)**

Christianity	Christianity	Christianity
Sikhism (or Hinduism)	Islam Judaism	Free Choice Enquiry

Christianity 3 Terms

Sikhism / Hinduism 1 Term

Islam ½ Term

Judaism ½ Term

Reference to Non-Religious World View (e.g Humanism)

Free Choice Enquiry Units for the school to decide 1 Term

**KS2 (Years 5 and 6)**

Christianity	Christianity	Christianity
Islam	Hinduism (or Sikhism)	Optional

Christianity 3 Terms

Islam 1 Term

Hinduism / Sikhism 1 Term (whichever was not delivered in years 3/4)

Reference to Non-Religious World View (e.g Humanism)

Free Choice Enquiry Units for the school to decide 1 Term

Teaching of non-religious world views (including Humanism) is included in both key stages.

Free choice units

Free choice units are decided upon and planned by the Class Teacher. The units can be cross curricular RE led objectives which can be determined by the cohort, further development of a religion or comparative unit on a theme which will help the children understand the concept of religions as whole.

Teaching and learning

The RE curriculum is based on two Attainment Targets in Cheshire West

1. Attainment Target 1 Encountering Religion
2. Attainment Target 2 Responding to Religion

RE lessons at Hartford Primary School are based on a big question each half term. Throughout the lessons, children make connections and collect clues to help them answer the term's question. Through our teaching, children should be able to access key words to help them discuss, recall knowledge and understand religion in society.

We base our teaching in RE on the key principle that good RE teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the Religious Education curriculum.

Our teaching in RE enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and work with the children.

As we are not a faith school, all RE teaching is delivered in a manner suitable for all to access. Teachers deliver information using phrases such as, "This is what some people believe," and "This is what most Christians believe." All beliefs and views are respected and developed accordingly.

Lessons and work produced are not recorded in individual books but samples of work, evidence and reflections of discussions and activities can be found in the class SMSC book. This is to provide teachers and children with more time to develop their RE skills and understanding applying it to drama, art and debate for example. When work is formally recorded it will be marked according to our marking policy and where the pupils may need to give more thought to the topic, the pupils will be required to respond. When work is written, it is expected that children's work will reflect expected standards in English.

### Equal Opportunities

It is expected that all pupils including those with learning difficulties, those who are gifted and talented, pupils for whom English is a second language, pupils from all religious communities and pupils from a wide range of ethnic and diverse backgrounds will have access to the RE curriculum by meeting all pupils' learning needs through a lively, stimulating curriculum which takes account of physical, sensory, academic, emotional, and the learning needs of individual pupils in ways which acknowledge the value of their response, contributions and achievements.

Teachers will take account of the requirements and make provision where necessary to support individuals or groups to realise their full potential.

### Special Educational Needs

In accordance with the Special Needs Policy we are a fully inclusive school and children with special educational needs are included in all lessons.

It is the responsibility of the Class Teacher to ensure that any additional equipment or support is available to suit the needs of all children.

### Visits and visitors

Regular visits and visitors form an important part of our RE curriculum across the school. These sessions are essential to the development of understanding of a faith. We have a strong relationship with our local church, St John's Hartford. Their staff deliver regular assemblies, lessons and welcome our children into the church regularly. Year 5 participate in Bible Explorer which is a national interactive course exploring the key parts of the Old Testament led by a local resident. To further ensure the children visit a range of places of worship, we have a specific visit programme. Teachers can plan the visits alongside appropriate topics or as a standalone visit.

The Hartford Primary School place of worship visit programme:

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
St John's Hartford	Hartford Methodist Church	Synagogue	Gurdwara	Mosque	Hindu Mandir	Quaker meeting house or Buddhist temple

### **Impact**

Alongside the development of subject specific vocabulary, knowledge and understanding we also look for the development of skills and attitudes.

Religious Education should help pupils to:

- Cultivate philosophical thinking skills within the pupils
- Improve mental focus and develop the ability to sustain it
- Develop critical thinking skills
- Empathise, evaluate, question, relate and express
- Apply the lessons of the classroom to their personal interactions
- Discover how philosophy helps them understand life and ask questions that further improve their understanding
- Learn to apply rigorous academic standards to issues of ethical and philosophical importance
- Look at the world with an inquisitive and unbiased perspective
- Use religious and philosophical thought to suggest solutions to human problems

Our ongoing skills development include critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, self-understanding, communication and problem solving.

Our developing attitudes in religion and world views include self-esteem, curiosity, fairness, respect, empathy, wonder, open-mindedness, working with others and a sense of community.

### **RE's contribution to SMSC**

Spiritual Development by:

There are many opportunities for spiritual development within Religious Education and can be developed through:

- Reflection on a range of human questions and experiences
- Insight and inspiration at our deepest level
- Exploring ultimate questions and trying to contemplate the deeper questions of human existence
- Exploration of the sacred
- Showing an awareness of the ways in which people are connected to one another

Moral Development by:

- Reflection on behaviour, principles, laws and societal expectation
- Development of qualities that foster wellbeing, kindness, selflessness and generosity
- Awareness if how moral choices are applied to their own experiences

Social Development by:

- Acquiring knowledge and attributes that provide pupils with a willingness to participate and work cooperatively

- Learning about society, the family and community
- Recognising the importance of social and political aspects of life
- Participating in democratic activity

Cultural Development by:

- Broadening an awareness of forms of expression
- Reflecting on a range of cultural expression
- Identifying the link between culture and identity
- Being able to analyse and question the validity of culture and expression

Contributes to British Values and Prevent agenda by:

- We enhance pupils' understanding of different faiths and world views through our RE provision
- We have faith visitors in school and also visit places of worship
- We learn about differences, diversity and similarities in RE
- Children are taught to tackle prejudice and recognise stereotypes

### Assessment

Assessment is an integral part of planning, teaching, and learning at Hartford Primary School which enables teachers to make necessary interventions to meet learning needs.

- Teachers will make formative assessments (this assessment informs the next step of learning) and summative assessments (this summarises where children are at a given point).
- Pupils will self and peer evaluate at appropriate points.
- Recording of assessments can take a variety of forms, for example teacher observations, formal assessments, art work, role play, mind maps, oral responses, pupil interviews, annotated pupils work, videos, photos and displays.
- Assessment may be completed with the whole class, smaller groups or individual pupils.
- Each year an annual report of pupil attainment is made to parents.
- Assessment will be made in accordance with the End of Key Stage Descriptions and attainment levels in the County Syllabus and the Non – Stat Framework.

### Right of Withdrawal

Parents may withdraw their child from Religious Education provided they give written notification to the school. Parents may be asked to supervise their child during the lesson and provide appropriate lesson material based on their belief. However, we hope that all parents would feel comfortable with the type of Religious Education being taught at Hartford Primary School and lessons can often be made to fit with individual beliefs and values. There are currently no children withdrawn from Religious Education.

### Roles and responsibilities

#### The Role of the Headteacher

- Religious education is provided in accordance with the agreed syllabus for all registered pupils. It is a statutory subject for all registered students except those withdrawn by their parents.
- Appropriate staffing and resources are available to meet the aims and objectives of Religious Education.
- Parents receive an annual written report on their child(ren)'s progress in Religious Education
- Requests from parents for the withdrawal of their child(ren) from Religious Education are responded to and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

#### The role of the Religious Education Subject Lead

- The Religious Education Subject Lead is responsible for the development and monitoring of the Religious Education curriculum.
- They support the planning process and take part in team teaching cycles to develop teacher expertise.
- They identify areas of strength within the school team and use this good practice to support area of development.
- They are responsible for updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the Religious Education policy.
- They assist staff by leading staff meetings; planning and leading CPD training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- They will liaise with any named Governor to keep the Governors informed about developments within the subject, to enable them to monitor the Teaching & Learning of Religious Education within the school.
- They maintain a positive ethos for the subject, through support and encouragement of staff, children and parents.
- In monitoring and evaluating their subject, they triangulate evidence of pupils' progress over time, through scrutiny of work and planning, observations of lessons and interventions and analysis of data and achievement.

### The Role of the Governors

The governing body is responsible for ensuring that:

- Religious education is included in the basic curriculum
- Sufficient time and resources are devoted to religious education to enable the school to meet its legal obligations and to deliver a religious education curriculum of quality.