

# Religious Education Foundation Subject Policy

## Intent

**"Different faiths are bound together by the need to help the younger generation to become considerate and active citizens."**

**Queen Elizabeth II**

*RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government expects that all pupils receive high-quality RE.*

**WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively**

It is our intent that, children at Grendon follow the Birmingham Agreed Syllabus (revised 2022). Knowledge, skills, content learning and progression is built into this syllabus.

**WE CAN offer enriching activities, events and experiences**

It is our intent that RE at Grendon covers Religious festivals such as Christmas, Easter and Eid which feature within our enrichment programme as calendar events. This helps pupils to extend their knowledge and understanding of religious traditions and the place of religious celebrations in society. Festivals and celebrations are marked in our timetabled assemblies.

**WE CAN work together to remove barriers and ensure equality**

We teach RE to all children. It is our intent that we respond to the individual needs of all pupils and offering support or additional challenge as required. It is our intent that within RE lessons, all children will be treated equally regardless of beliefs.

**WE CAN build independent and resilient learners who are able to communicate confidently**

It is our intent that the embedded principles of independence, resilience and communication are embedded in RE lessons. Class discussion is a core element of our RE curriculum. This provides children many opportunities to use their listening and communication skills. Children learn that people do not always have the same opinions in RE. They learn to share their own independent opinions, to listen to those of others and to manage these differences sensitively. In RE children work towards linking the ideas they have gained and presenting these in a variety of ways. Children are encouraged to use their growth mindset and to be resilient when dealing with challenges in lessons.

**WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern**

It is our intent that respect, tolerance and understanding of others is the basis for our RE learning. Children have opportunities to share what they believe, and to listen to and learn from and about the beliefs and opinions of others.

## **WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain**

It is our intent that children will leave Grendon with the foundations they will need for secondary RE education. They will gain an understanding of the major world religions, cultural differences and value systems found in Britain today.

### **Implementation**

#### **Roles and Responsibilities**

- The Class teacher is responsible for delivering RE learning as outlined in the curriculum
- The RE subject leader is responsible for
  - Updating unit plans in response to annual evaluations
  - ensuring all resources for teaching are available and well organised
  - offering support with RE teaching and learning
  - maintaining an oversight of assessment outcomes
  - monitoring the quality of teaching and learning
  - keeping up to date with the latest best practice RE teaching.
- The Curriculum Manager is responsible for supporting the RE subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

#### **Organisation**

RE teaching is regular. In the EYFS, RE is addressed through the Understanding the World area of learning and children have opportunities to explore faiths and celebrations within the class environment.

RE lessons are taken from the locally agreed syllabus and cover the 24 dispositions in a spiralled structure.

An outline of what to teach when is included in the Curriculum Document.

RE is included in the annual cycle of homework projects. This allows children to engage in faith/celebration based work at home with their families.

#### **Teaching and Learning**

RE teaching should follow the revised Birmingham Agreed Syllabus (2022) guidance and planning. Best practice is for RE lessons to include children sharing their own faith practises and opinions, these will be welcomed, supported and respected by their peers. Faith practises, celebrations and stories will be explored in a way that all children can approach, regardless of faith, so that all students can learn, make progress and be enriched through Religious Education.

#### **Modelling:**

A varied range of teaching models, examples, images and artefacts should be used for exploration or to demonstrate beliefs, faiths practises, celebrations and stories. Respect towards religious artefacts must be modelled by teaching staff. Modelling of how to complete tasks should form part of the teaching process. This can include identifying improvements.

#### **Scaffolding:**

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

#### **Differentiation:**

Children of all ability levels should be supported to access RE work and to record their ideas in an appropriate way as and when appropriate. Additional adult or peer support may be appropriate or children may require different strategies for recording their ideas.

Lower ability children may be asked to share their ideas verbally or have a simpler proforma for recording.

To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Skills:

Children will have opportunities to develop team work skills and resilience as well as communication skills when presenting their work in a range of forms.

Cross Curricular Opportunities:

Opportunities for using English or Maths skills and applying skills with technology should be embedded in learning regularly where appropriate.

### Planning Process

Unit Plans:

Curriculum folders include an outline of coverage for the academic year and reference to the lessons from the locally agreed syllabus (Birmingham Agreed Syllabus 2022)

Mapping:

Teachers delivering RE teaching will plan when content will be delivered. The RE subject leader is available to offer advice on planning.

Class teachers must identify which resources will be required for each lesson, check what is available and make a request to the RE subject leader for any additional resources required.

Lesson Planning:

Teachers will follow the Birmingham Agreed Syllabus (rev.2022) exemplars to deliver the required content. These are found on the school Network.

Lesson plans should contain differentiation as appropriate to the children - suggestions are found within the planning. The focus for lessons are the dispositions which are made clear within the BAS planning.

### Resources

Resources including RE books, Big Books and DVDs are available.

Please keep all resources tidy and organised as you find them.

### Equality and Inclusion

RE teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision. Children will be treated equally regardless of beliefs.

### Recording

Classes have an RE scrapbook that should be used to record evidence of group/class activities for example role-play.

Class teachers may choose to have a class working wall display during the course of a unit.

## **Impact**

By the end of their time at Grendon Primary School, children will have been exposed to a wide range of RE content. They will understand a range of faiths represented within, although not exclusive to, our school. Children will learn and practise the life skills of tolerance and respect and may be inspired through their RE lessons to pursue a future career linked to this area of the curriculum.

### Assessment

Assessments are made at the end of each term. Class teachers make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The RE lead will analyse the data and identify strengths, weaknesses and any area where additional support is needed.