

Religious Education (RE) Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Religious Education Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of Religious Education. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment.

The policy should be read with the Curriculum Map, the Vocabulary Map for Religious Education, and the Derby and Derbyshire Agreed Syllabus. Our Religious Education policy covers all the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE (Department for Education)). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our Religious Education curriculum

In the Early Years department, children will learn about the world we live in, including the local, national and world context. The experiences they are likely to have may include:

- Learning about the lives, beliefs, and cultures of others
- Sharing the celebration of different faiths
- Hearing stories from a variety of cultural and religious traditions

During [Key Stage 1 and 2](#) children acquire and apply knowledge and understanding of Christianity, Judaism, and Islam and how these religions influence individuals, communities, societies, and the world. They are also introduced to Buddhism, Humanism, Hinduism, and Sikhism.

Progress in RE can be characterised by:

- Acquiring a wider and more detailed knowledge of beliefs and practices
- Deepening understanding of the meaning of stories, symbols, events, and practices
- More fluent and competent use of religious language and terminology
- Increased levels in skills in asking and responding to questions of identity, meaning, purpose, values, and commitment

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in Religious Education we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The legal position of religious education

The school's curriculum for RE meets the requirements of the 1988 Education Reform Act.

The Act stipulates that religious education is compulsory for all children including those in EYFS who less than 5 years are old. It allows parents/carers to withdraw their child from RE classes if they so wish, although only after giving written notice to the schools governing body. It also allows teachers to refuse to teach religious education, but only after they have given due notice to the school Governors.

Religious Education provides opportunities to promote the following:

Spiritual development: Is central to our RE curriculum. Giving time to reflect on our own and others spiritual beliefs allows children the opportunity to think deeply at their own level without fear of judgement.

Moral development: Again, our RE lessons have a strong link to themes surrounding morality and choices, allowing the children to explore their own views and opinions and that of others.

Social development: By working on collaborative projects children can share ideas and personal theologies making the most of different strengths and interests within a team.

Cultural development: Through RE children can explore how religion and/or faith has often influenced cultural developments. Through our teaching we highlight the many similarities of world religions.

1.3. Intent of Our Religious Education Curriculum

Religious Education at the Duke of Norfolk School enables children to investigate and reflect on some of the most fundamental questions asked by people. Lessons primarily focus on the Christian, Jewish and Muslim traditions, allowing children to learn about religion as well as from religion.

Religious Education lessons are undertaken in an environment where it is safe to ask questions, to debate and to come to your own conclusions. They promote creativity by exploring themes through drama and role-play, music, and art. They enable children to see the world through a differing range of viewpoints and encourage them to celebrate diversity in society.

Our aims are also underpinned by The Church of England's Statement of Entitlement:

- > To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- > To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- > To engage with challenging questions of meaning and purpose raised by human existence and experience.
- > To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- > To explore their own religious, spiritual, and philosophical ways living, believing, and thinking.

1.4. Curriculum Organisation

How the Religious Education curriculum is organised:

- > The curriculum for Religious Education is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of RE, as well as our mixed age-classes, it is designed in an upward spiral, so children revisit themes, topics, knowledge, or skills much more regularly than in other subjects but continue to increase the difficulty and complexity each time they meet it.
- > Curriculum mapping for RE is split into 3 themes. These themes are:

- Believing
- Religious and spiritual forms of expression
- Living
- > Within these themes children are encouraged to explore and ask questions (at their own level) about: beliefs, meaning, practice and purpose
- > A range of visits and visitors are planned to enrich and enhance the children's experience within and beyond the school.
- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for RE makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. Religious Education Implementation

2.1. Planning

A high-quality sequential religious education is essential not only to meet the statutory requirement but to teach a full curriculum that prepares pupils for the opportunities, responsibilities, and experiences of life in modern Britain. Whilst our school has a broadly Christian ethos we ensure that all our religious education is taught in an objective manner. There is a clear expectation that as inclusive schools we provide sequenced learning about a range of religions and worldviews fostering respect for others

Planning is taken in its basic form from the Agreed Syllabus and Understanding Christianity it is then enhanced to match the needs of our children in our school and community context

- > EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear objectives for easy monitoring.
- > Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

- > A wide variety of age-appropriate books about world religions and faiths are kept centrally in the school library. A smaller range is kept in class book corners
- > RE resources are kept in the staffroom. They are audited annually by the RE coordinator. Orders for new equipment and resources are processed by the coordinator.

2.3. Teaching and Learning

At Duke of Norfolk CE of England Primary our pupils will:

- > Develop a wide range of skills including enquiry, analysis, interpretation, evaluation, and reflection
- > Acquire a developing knowledge and understanding of Christian belief and practice
- > Acquire a developing knowledge and understanding of other world religions belief and practice
- > Recognise the many similarities in world religions and faiths as well as being able to compare
- > ASK QUESTIONS
- > Use high-quality resources and texts,
- > Be engaged and challenged through an exploration of core concepts and questions.

- > Be introduced to meaningful and informed dialogue with a range of religions and worldviews.
- > Given the opportunity to understand the role of texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews.
- > Have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living, and thinking, believing, and belonging.

The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development

2.4. Inclusion

Teachers set high expectations in Religious Education for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND (Special Educational Needs and Disability)
- > Pupils with English as an additional language (EAL (English as an Additional Language))

Teachers will plan lessons so that pupils with SEN and/or disabilities can study RE, wherever possible, and ensure that there are no barriers to every pupil achieving. For example, the curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage. Where there are physical barriers, appropriate adaptations will be made to ensure children can access the learning. Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. RE lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

In [Key Stage One](#) pupils should develop their knowledge and understanding of religions and world views, recognising their 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.

In [Key Stage Two](#) pupils should 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 in response to the materials they engage with, identifying relevant information, selecting examples, and giving reasons to support their ideas and views/

Formative assessments are given to children either verbally or by written comments within lessons on a weekly basis. Brief summative assessments are undertaken at the end of units and a short-written report given at the end of the year.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for Religious Education
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in RE
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of RE, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching RE is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the subject including managing requests to withdraw children from, where appropriate
- > The school's procedures for assessment of RE meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for Religious Education

The subject leader will:

- > Be the advocate for RE in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in RE and disseminate relevant information to staff
- > Provide or source appropriate CPD (Continuous Professional Development) to all staff, or targeted groups/individuals, as required

- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of Religious Education and use to inform action planning and subject development
- > Report findings of monitoring to SLT (Senior Leadership Teams) and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock
- > Co-ordinate any display of RE work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the Religious Education (RE) curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in RE to improve teaching and learning

3. Impact

3.1 Expectations

By the end of Key Stage 1 most children will be able to:

- ✓ Retell religious stories.
- ✓ Identify some religious beliefs, teachings, and practices and
- ✓ Know that some are characteristics of more than one religion.
- ✓ Suggest meanings in religious symbols, artefacts, and stories.
- ✓ Respond sensitively to the experiences, values, and feelings of others.
- ✓ Be able to discuss right from wrong.
- ✓ Realise that some questions may be difficult to answer and may make us wonder.

By the end of Key Stage 2 most children will be able to:

- ✓ Describe, compare, and contrast the key beliefs, teachings, and features of a small number of religions.
- ✓ Use the correct vocabulary to explain how some beliefs, ideas and feelings can be expressed in a variety of forms leading to
- ✓ An understanding of the meaning behind symbols, stories, and artefacts.
- ✓ Understand what belonging to a religion may involve.

- ✓ Ask meaningful and thoughtful questions about their own individual experiences and the experience of others. Puzzling aspects of life. Moral, religious, and worldwide issues.
- ✓ Discuss the above and suggest answers from their own and other experiences and belief alongside referencing religious teaching

3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the RE action plan.

3.3 Methods of Monitoring

Methods of monitoring Religious Education may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in RE across the school?
- > Does the RE curriculum meet our statutory requirements?
- > Does the curriculum keep up to date with local and national changes?
- > Is the curriculum effectively organised and applied for our context?
- > Is the RE curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement Religious Education effectively?
- > What is the current picture in RE? What enhances provision? What are the barriers?
- > What are the development priorities for RE?
- > Is assessment in the subject effective? How do we know?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires

- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Esther Bland (subject leader) on 5th October 2023

It will be reviewed by the subject leader every two years or sooner if required.