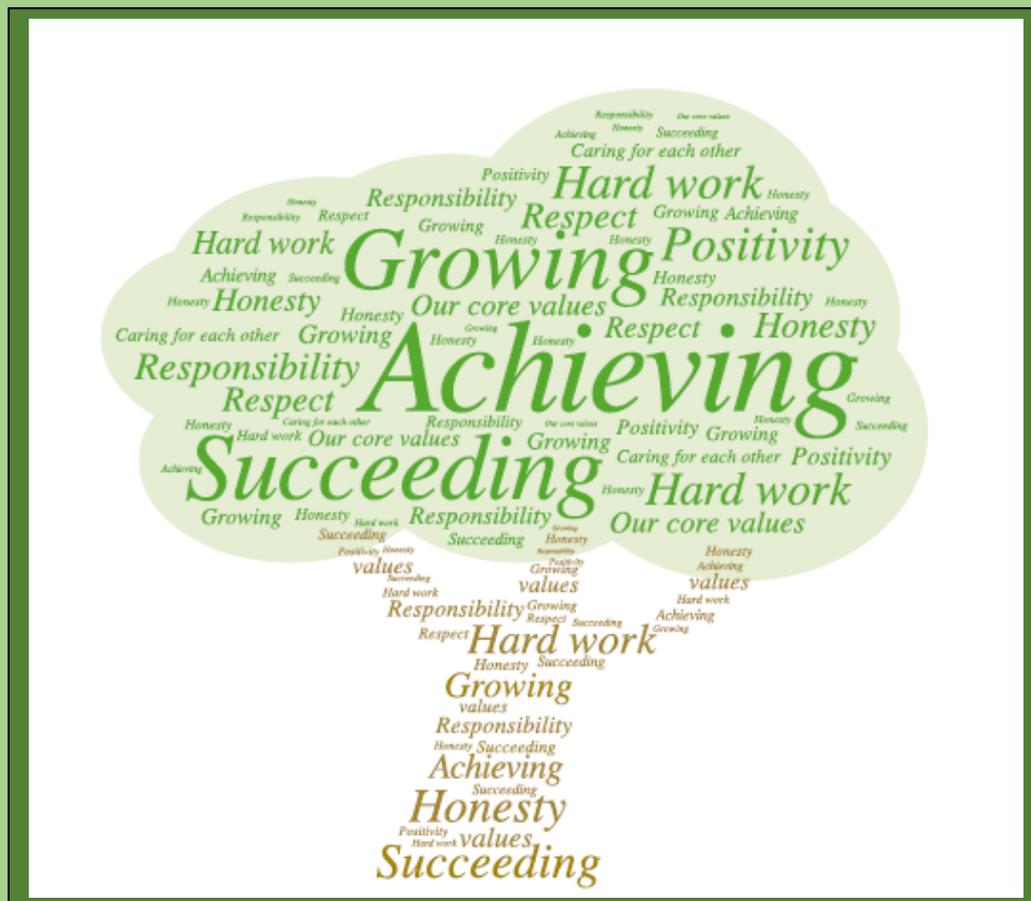


Park End Primary School



Approved By: *D. Jackson*

Date:

RE Policy 2021

January 2022

Review Date	Type of Review	Comments	Initials
September 2020		New policy	KR
November 2021	Monitoring	Updated	KR/RL
January 2022	Monitoring	Updated	KR

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Vision

To inspire pupils to be tolerant, respectful and knowledgeable about all religious and non-religious world views.

Intent

This document is a statement of the aims, principles and strategies for teaching and learning of Religious Education (RE) at Park End Primary School.

We believe RE encompasses the acquisition of knowledge, concepts, skills and positive attitudes.

We intend to deliver a high-quality Religious Education curriculum, following the Middlesbrough Locally Agreed Syllabus.

The intent of the curriculum is to inspire pupils to be tolerant, respectful members of the wider community and celebrates the culture and diversity of people in Middlesbrough, Britain and the wider world.

For many people, religion forms a crucial part of their culture and identity.

Our Religious Education curriculum prepares our children for life in modern day Britain so that they can make a positive contribution to the multicultural society in which they live.

This is central to the teaching of the 2020-2025 Middlesbrough Locally Agreed Syllabus for RE at Park End Primary School.

At Park End Primary, we intend for all pupils to:

- experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge of RE
- build key knowledge and develop concepts of Christianity, Islam, Judaism, Hinduism and Non-Religious Worldviews
- be encouraged to develop a sense of excitement and curiosity about the world around them
- engage in and learn about what people believe
- engage in and learn about how people express their beliefs
- engage in and learn about how faith or beliefs impact on the way people live their lives
- allow pupils to reflect on their own ideas and ways of living
- develop cultural capital
- be prepared for life in modern day Britain, to live as part of a multicultural society

- gain an awareness of religion in Britain and particularly the North East of England
- hold a positive and inclusive ethos that champions democratic values and human rights
- explore their own beliefs whilst enabling pupils to develop respect and understanding for others and challenging stereotypes
- consider their rights and responsibilities to society.

Implementation

Planning

Planning is determined from the 2020-2025 Middlesbrough Locally Agreed Syllabus and RE Today scheme of work.

The long-term overview for Religious Education states what will be taught in each year group.

Park End Primary School uses the RE Today scheme of work as medium-term planning.

Teachers have developed short term plans for each year group which is personalised to the school.

At Park End Primary, RE planning is underpinned by 'Big Ideas'. The 'Big Ideas' for RE are:

- to develop knowledge and understand a range of religions and worldviews
- to express ideas and insights about the nature, significance and impact of religions
- to gain and deploy the skills needed to seriously engage with religions

A 'big RE question' approach is used across all year groups, allowing pupils to investigate the big questions about life, following the Middlesbrough Locally Agreed Syllabus.

RE Planning will ensure:

- Pupils are revisiting religions from previous lessons and from previous years
- Lessons are sequential and allow for progression, depth and the use of subject specific vocabulary
- The disciplines of RE are being taught across the year making links with other subjects where possible
- Lessons are planned and taught so that the 'big RE question' drives each lesson and the knowledge of the religions and Non-Religious Worldviews are developed through this approach

- Children are being offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class
- Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up.

As part of our progression model, we place a strong focus on the basic level to ensure pupils have a basic grasp of the 'Big Ideas'. This is based on the research of Sweller, Kirschner and Rosenshine, who argue for direct instruction in the early stages of learning and discovery-based approaches later.

At Park End, we understand that learning is invisible in the short-term and that sustained mastery takes time. We will gradually build up to a RE curriculum so pupils can progress through the advancing and deep domains.

Learning Objectives will:

- Be based on the Middlesbrough Locally Agreed Syllabus and RE today scheme of work
- Will closely link with the Big and Mini question
- Will allow for the progression milestones to be met within the lesson

Progression milestones

Progression milestones are the small steps pupils make in each lesson towards the 'Big Ideas'.

Short term planning indicates which progression milestones are being covered in each lesson.

The curriculum is planned so that all progression milestones are covered.

Religions and Non-Religious World Views Taught

Christianity and other world religions are taught in EYFS.

Christianity and Islam are taught in KS1.

Hinduism and Judaism are introduced alongside Christianity and Islam in KS2.

The designated faiths are revisited throughout each year group.

Through this 'forwards-and-working backwards engineering' the pupils return to the same skills, building procedural knowledge whilst acquiring conceptual knowledge of the studied religions.

Resources

Religious Education is a well-resourced subject within school, individual year groups have resources to match their short term plans readily available.

If further resources are required, there is an allocated RE budget.

Environment

Teachers create a positive attitude to RE learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in RE.

At Park End Primary, we actively seek to promote a learning environment in RE where pupils are:

- Exposed to subject specific vocabulary and effective questioning
- Being encouraged to ask and answer questions and discuss their work and ideas
- Developing their knowledge of religions and non-religious worldviews
- Showing enjoyment and enthusiasm

Right to withdraw

Parents have the right to request to withdraw their child from the Religious Education curriculum and collective worship.

Parents themselves then become responsible for the alternative education.

Parents should contact the Head Teacher if they wish to withdraw their child from RE.

Post assessments

To help children learn and remember new knowledge, each big question in RE has built-in opportunities for recapping and knowledge retrieval, including a mixture of low stakes quizzing, independent application of knowledge, effective questioning and a post assessment.

Coverage

Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory.

Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

The duration of RE lessons is flexible, however, there is an expectation to teach RE weekly. This is to support the use of spaced learning which, when studying, is more effective at realising long-term knowledge retention.

Religious Education is taught for 36 hours in Key stage 1 and 45 hours in Key Stage 2.

Collective worship

Pupils take part in daily collective worship throughout school, which is broadly Christian in nature.

Parents have the right to request to withdraw their child from the Religious Education curriculum and Collective Worship.

Parents themselves then become responsible for the alternative education. Please refer to Collective Worship policy.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We look at impact in RE through the following:

- The use of knowledge quizzes
- The use of post assessments for each 'Big Question'

- Pupils being formatively assessed against progression milestones
- Comparing a student's work over time
- Use of lesson observations to ensure pupils are learning declarative and procedural knowledge
- Pupils having a richer vocabulary, which will enable them to articulate their understanding of religions and non-religious worldviews
- Pupils' discussion about their learning
- Floor books to showcase progress across school

Effective Teaching

All teaching staff are expected to:

- Plan or follow a sequence of progressive RE lessons which consider children's prior learning
- Use the correct vocabulary and expect pupils to do the same
- Use a mastery approach to the teaching of basic skills, knowledge and concepts
- Differentiate work and set by ability in a limited, temporary and careful way so that there is a 'no limits to learning' approach
- Engage children throughout RE lesson by providing clear and concise explanations and expectations
- Use RE resources effectively, including other adults
- Use technology effectively in order to support with the teaching of RE
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Actively take part in Continuing Professional Development (CPD) sessions both within school and elsewhere

Use of additional adults

Additional adults may be used to support pupils in RE lessons. This includes:

- Scribing as part of the teaching input
- Modelling activities alongside the teacher
- Teaching a group of pupils who require differentiated support
- Observational assessment
- Supporting individuals to access the lesson
- Additional adults are not expected to be sitting listening to the input alongside the children or be continuously monitoring and managing behaviour

- Some additional adults are employed to work specifically with SEND pupils and their roles may vary accordingly to meet the needs of the pupils.

Monitoring

The subject co-ordinators for Religious Education are Miss Rennison and Miss Laird.

Subject co-ordinators and leaders in school (including governors) monitor the quality of teaching in a variety of ways.

These include:

- Book and planning scrutiny
- Observations
- Pupil interviews
- Staff interviews
- Learning walks
- Deep dives

Equal opportunities

At Park End Primary School, we are committed to providing all children with an equal entitlement to scientific activities, trips, visits and opportunities regardless of race, gender, culture or class. (see separate policy)