



North Wolds Federation

Religious Education Curriculum Policy

October 2021

	<p style="text-align: center;">Market Rasen Church of England Primary School</p> <p>With our Christian values at the centre, we develop our children educationally, emotionally and spiritually to enable them to achieve their dreams and goals. Working with our local community we educate the whole child. We are inclusive and prepare our pupils to be good citizens in today's diverse society. We prepare our children for a brighter tomorrow.</p> <p style="text-align: center;">'Everything is possible for one who believes' Mark 9:23</p> <p style="text-align: center;">Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness</p>
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	<p style="text-align: center;">Nettleton Community Primary School</p> <p style="text-align: center;">To try our best at everything we do.</p> <p style="text-align: center;">Caring, Respect, Commitment to Achieve, Co-operation Happiness, Independence,</p>
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Policy Approved on : 18/10/2021

Head teacher Signature :

Chair of Governors Signature :

Policy Review Date : 10/2022

www.markerasen.lincs.sch.uk

www.nettleton.lincs.sch.uk

www.northwoldsfederation.co.uk

Further Documentation:

This policy should be read in conjunction with the Federation two year cycle, long term plan, subject's progression document, British values statement and context specific intent document.

National Curriculum:

As a Local Authority Maintained School we follow the 2014 National Curriculum. Religious Education is a statutory subject in the 2014 National Curriculum.

Curriculum Intent

The Curriculum Intent Statement for Religious Education is as follows:

Our intent is to produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief. Pupils will know and develop an understanding of a range of religions and worldviews so that they can describe, explain and analyse beliefs and practices, recognising the diversity that exists in the changing religious landscape of the UK and the wider world which they may not always see explicitly around them in West Lindsey. This will enable our pupils to develop in empathy so they can be tolerant and respectful members of society. Pupils will be given opportunity for personal reflection and spiritual development within a context that acknowledges the increase in numbers of people with non-religious beliefs and identities. This is done in line with the Locally Agreed Syllabus for Religious Education.

Religious Education Aims:

In Religious Education we aim to provide R.E in line with legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Lincolnshire LEA
- it will provide opportunities for all pupils to learn and to achieve;
- it promotes pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of adult life.

Within the framework of the law and the Agreed Syllabus, our aims in RE are:

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Lincolnshire and the UK. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase.
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, the sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Context:

- The context of RE at our Federation is that we are working to the Lincolnshire Agreed Syllabus.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity, and we are sensitive to the home background of each child. We are glad to have the active support of faith communities in RE in the County and locally.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development and the leading role which the RE curriculum plays in some of these areas.

The Right To Withdraw:

We note the rights of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Any questions from parents about withdrawals will be referred to the head teacher.

Context Specific Aims:

Wherever possible the North Wolds Federation context specific intent is threaded through teaching and learning in Religious Education. These links are made in the mid-term plans for the subject.

In our Federation the context specific aims are:

- **Rural:** Ensuring children know what life is like in a non-rural area:
- **Health:** Ensuring children know how to be healthy, aspire to be healthy and are given opportunities to practice this.
- **Aspiration:** For children to aspire to succeed in education and beyond
- **Tolerance:** For children to be able to understand and demonstrate tolerance in their daily lives.
- **Diversity:** To appreciate that their setting is not culturally or religiously diverse and to know about diversity outside of West Lindsey.

British Values:

Wherever possible to British Values should be threaded though teaching and learning however these links should not be tenuous. These links are made in the mid-term plans for the subject.

The British Values, as defined by the DFE are:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Visits to Places of Worship:

Teachers use multi-media resources to help the children to understand other cultures and religious places of worship. We are able to visit four different Christian churches locally, where clergy and members of the community are willing to meet with children and be involved in RE. Speakers from different religions are invited into school when appropriate to a unit being followed. We are also

able to arrange visits to places of worship and we have a rolling programme of visits / visitors for each year group for each year.

Reading in Religious Education:

In order to achieve our aim of all children being proficient readers by the time they leave our school we ensure children are reading in Religious Education. This could be the reading of non-fiction texts in Religious Education, use of digital devices to research, excerpts in their books or reading from the Smartboards during lesson inputs.

Subject Leadership:

Religious Education has a subject leader who is responsible for:

- Overall curriculum design
- Monitoring of the subject
- Organising their own and others CPD in the subject area
- Resourcing the subject including books and other reading materials.

The named subject leader for this academic year is: Miss Claire Smith

Curriculum Cycle:

As a mixed aged school R.E is taught on a two cycle. Over each two year period children will study R.E Termly.

Time Allocation for Religious Education:

In order to deliver the aims and objectives of the syllabus, the Standing Advisory Conference for Religious Education (SACRE) recommends a minimum allocation of 5% of curriculum time for RE. We conform to the recommendation of 36 hours per year for RE at Key Stage One, and 45 hours per year at Key Stage Two. RE is a core subject of the curriculum for all pupils. Curriculum time for RE does not include collective worship, even where the assembly provides a starting point for curricular work.

Progression:

We follow the 2018 Lincolnshire Locally Agreed Syllabus for our RE teaching, supplemented with Understanding Christianity to cover the Christian elements. Progression in R.E is mapped out in the Lincolnshire agreed Syllabus for Religious Education

Children are taught the following religions:

EYFS- Christianity **KS1-** Christianity and Islam **KS2-** Christianity, Islam and Hinduism

Within Christianity, children are taught in the following areas, using the Understanding Christianity units:

1. **God**
2. **Creation/Fall**
3. **Salvation**
4. **Incarnation**

Within Islam and Hinduism, children are taught in the following areas:

1. **God:** What do people believe about God?
2. **Being human:** How does faith and believe affect the way people live those lives?
3. **Community, worship and celebration:** How do people express their religion and beliefs?
4. **Life journeys; rites of passage:** How do people mark important events in life?

Each area taught within each religion is built on as children progress through the school.

Pupils With SEND:

Lessons are planned carefully and adaptations made to ensure that pupils with SEND are given opportunities to develop their knowledge and skills from their own starting points. Teachers have high expectations of all pupils including those with identified SEND.

Adaptations in Religious Education may include; adapted resources or materials, adult support, peer support, further scaffolding of activity, chunking of activity, differentiation of outcome or additional modelling of task. This list is not exhaustive.

Pupils with SEND will be able to apply what they know and can do in Religious Education with increasing fluency and independence

Monitoring:

Religious Education is monitored in a number of different ways throughout the year by the subject leader including:

- Pupil interviews
- Book reviews each term the subject is taught
- Review of internal data

The aim of this monitoring is to ensure the subject is high profile, that the long and mid-term plans are being carefully followed and to celebrate the successes children are having in this curriculum area.

Vocabulary Development:

Development of Religious Education vocabulary is key to understanding the topic. Each Locally Agreed Syllabus module has the key vocabulary identified at the start of the planning document. Within Understanding Christianity, teachers pick out key words from the planning document and highlight these separately in planning to ensure they are explicitly taught in lessons.

Resources:

Resources for Religious Education are kept in the Science Store at Market Rasen and in Class Two at Nettleton.

If staff need additional resources to effectively teach Religious Education effectively they should approach the subject leader in the first instance.

Assessment Of Religious Education:

At the end of each unit children are assessed in the knowledge they have retained and the skills they have developed or mastered. The assessment sheets created are based on the mid-term plan for the subject and kept in the curriculum folder.

The assessment information is used in 3 ways

- 1) For the class teacher to assess any gaps in the intended learning and fill them.
- 2) For the teacher who teaches the next sequence of learning in Religious Education to have an idea of where children are in the subject.
- 3) For the subject leader to find identify strengths and weaknesses in their subject area to enable them to offer support or CPD.

Retention Of Knowledge:

Before a new topic is taught all preceding topics are recapped to aid knowledge retention. Children use **Keys to Learning** in Religious Education to help them retain knowledge. **They then complete assessments at the end of each unit to see how much knowledge they have retained, alongside the teacher making a judgment on their skills progression.**

Review of Policy:

This Policy will be reviewed on an annual basis.