



# Leamington Community Primary School

*Together we make a Difference*

## Religious Education Policy



## **Mission Statement**

At Leamington Community Primary School, we study all aspects of religion and religious worship. We encourage our children to engage in the understanding and beliefs of a wide variety of faiths. Our school's values: determination, respect, friendship, honesty and courage are implemented in our RE planning. Our school's motto is 'together we make a difference', which we encourage across the school and into the wider community. Our curriculum is widely diverse and fosters acceptance and broadens our children's understanding of different cultures. Our school belief is to ACKNOWLEDGE, UNDERSTAND, ACCEPT.

## **RE Curriculum intent**

Our school's RE curriculum promotes inquisitiveness, discussion and empathy. The curriculum equips our children with resilience and provides a broad knowledge of different beliefs. We offer our children engaging and exciting RE lessons, which covers the statutory requirements of the RE national curriculum. We are devoted to delivering RE and raising the profile of RE for our children in our diverse society.

Our school is excited to announce fresh opportunities to explore a wide variety of places of worship, which will bring their RE lessons to life.

- Christ Church offer an amazing opportunity to bring the wider community to our school and deliver an assembly once a month to our children.
- Our school collects tins for Harvest festival and are delivered to food banks.
- Trips to places of worship which enhances children's understanding.

## **RE Curriculum and monitoring**

Our RE curriculum was recently upgraded to a more comprehensive syllabus, PlanBee, which provides our children with engaging, interactive and enjoyable lessons, which stimulate their curiosity. Each lesson provides assessment opportunities, through a range of tasks. Some of these tasks include: writing, performing, drawing, making or class discussions. This provides the teacher with an opportunity to assess our children in a discrete way.

We provide our staff with the freedom to deliver these lessons under the guidance of our RE curriculum. We believe our teachers are in the best position to adapt and make these judgements based on the knowledge of their pupils. Staff are provided with a curriculum overview of their six RE topics during the academic year. Lesson plans are clearly laid out and teachers are provided with differentiated learning outcomes and **greater depth questioning**. Our staff have recently been trained on the new RE curriculum and it's implied that RE is taught for a minimum of one hour per week. Our RE subject lead has recently carried out an RE audit with staff and pupils, to track the impact of the new RE planning. Teachers record RE evidence and assessments on SeeSaw/ in books, which is easy to access for our school's RE lead, which aids monitoring of the subject.

## Aims and objectives of R.E at Leamington

- **Learning about Religions**

To enable pupils to come to an understanding of religious beliefs and practices.

- **Learning from Religions**

To help pupils develop positive attitudes, respect and show sensitivity towards the ethical, moral, philosophical and social issues associated with Religious beliefs. To encourage pupils to examine, reflect upon and value the spiritual aspects of life.

The above aims are covered through **The Programme of Study. The Knowledge, Skills and Understanding** in the programme of study identify the aspects of Religious Education in which the children are expected to make progress. Each world Faith will be studied by applying what is central to the Faith in the context of the seven aspects outlined below.

- Sources of religious authority, sacred writings, traditions and leaders
- Key beliefs and teachings
- Key Religious practices of Faith communities
- Festivals and Celebrations in the Faith calendars
- Humanity's relationship with nature
- Human experiences, relationships and responsibilities
- Thoughtful responses to spiritual, moral and religious issues for the pupils.

## Assessment and Reporting

Whilst it is quite difficult to assess children in R.E as "much of their thinking is like an iceberg, below the surface" \*(Lat Baylock) there are certain aspects which can be assessed in relation to **Knowledge, Skills and Understanding (KSU)**. In Leamington we understand that assessment in R.E must "be understood in its broader, formative sense, in terms of furthering the learning process. It should not be limited to mean 'measuring' and 'testing' (Westhill). We have adopted a form of assessment in relation to the KUS where teachers assess children next to the learning outcomes in the Overview Plans. At the end of the year Children's progress in the KSU is reported to their parents.

## Equal Opportunities

The planning and teaching of R.E will adhere to the school's existing policy of Equal Opportunities. As mentioned in the Disability Equality Scheme, "all reasonable adjustments will be made to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure that they have full access to the curriculum, and that good progress is made".

Parents have the right to withdraw their child from Religious Education without stating the reasons why. The school must continue to be responsible for the supervision of any child that has withdrawn from Religious Education.

### **Children's mental health**

Religious Education can contribute to a sense of community, provide support, and offer guidance. It has also been shown to have an impact on both physical and mental health. Our school's values: determination, respect, friendship, honesty and courage are implemented in our RE planning. Our school's motto is 'together we make a difference', which we encourage across the school and into the wider community. Our curriculum is widely diverse and fosters acceptance and broadens our children's understanding of different cultures. Our school belief is to ACKNOWLEDGE, UNDERSTAND, ACCEPT. Through the quality teaching of R.E, many elements can be met such as 'enjoying and achieving', 'keeping happy and safe' and 'making a positive contribution'.

### **Immersion and Resources**

#### **Our new RE scheme of work:**

- Delivers a complete curriculum that is designed to deliver balanced coverage of topics and themes across key stages
- Curriculum pack covers all the necessary National Curriculum objectives RE, ensuring complete coverage
- Ensures consistency across year groups, phases and key stages
- Provides lots of opportunity for exploring the art and music of different Faiths.

Our school have recently invested in brand new RE artefacts. All artefacts are stored in boxes and clearly labelled. All artefacts are cleaned before another year group uses them. The Subject Leader is responsible for maintaining the resources but individual teachers take responsibility for ensuring that all resources that are used are put back in the correct place.

### **Staff training and CPD**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings.

### **Transition**

We ensure that transition across key stages (including to KS3) includes a simple statement of the religions and topics that pupils have covered alongside their progress and achievement.

### **Every Child Matters**

At Leamington we believe that R.E can play an important role in the promoting of the 'Every Child Matters' agenda. "Children will be taught in line with the Every Child Matters document, covering the five areas: Economic Well Being, Enjoy and Achieve, Be Healthy, Be Safe and Make a positive Contribution". Through the quality teaching of R.E many of the elements of the agenda can be met such as 'enjoying and achieving', 'keeping happy and safe' and 'making a positive contribution'.

### **Remote learning and how COVID has impacted**

We will continue to deliver our full RE curriculum (PlanBee) to our children via class dojo and using 'Screen-O-Matic' to add voice overs and annotate lessons to support children at home. We will set children tasks they would be set in school and provide feedback to each child who submits their work.

I am aware not all children, during lockdown 1 and 2, completed or even viewed the RE lessons available for them so over the next few months, the RE subject leader, will look at SeeSaw, get feedback from staff and children and observe lessons (classroom or via zoom) it will become more clear the impact the gaps in the children's knowledge is having on current lessons.

We will continue to deliver fun, engaging and inspiring lessons for our children as RE has a fundamental importance in society today. From the GOV.uk website, it states 'RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society'. RE is the understanding of other religions in all aspects, which is key to developing a sense of belonging in the world. RE will be taught for 1 hour per week, with certain strands of our curriculum being taught discreetly during our Wellbeing sessions.

As soon as it is safe to do so, as a school, we would love for the children to have the opportunity to visit different places of worship and visit different places, which would bring their RE lessons to life. Teachers will continue to assess children through our scheme of work and record lessons on SeeSaw. We will also be focusing on RE displays around school and promoting using our artefacts to bring lessons to life. As a school we are focused on promoting reading as much as possible since returning to school as the gaps in knowledge the children will have. We will be also focusing on integrating the reading of religious stories and using these in RE lessons to not only develop the children's RE knowledge but to also widen their vocabulary and enhance their reading skills further.

RE subject lead

Danielle Nickson

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