

Ripponden J&I School



RE Policy December 2022

Ripponden J&I School Religious Education (RE) Policy

INTENT

“RE world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding.” The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds ‘Believing and Belonging’ 2019.

At Ripponden J & I School it is our intent to encourage all our children to find a positive place in today’s society, to be respectful and knowledgeable about diverse opinions and beliefs and to become equipped to respond critically with empathy about the challenges facing the world. We do this by investigating the beliefs and practices of religions and other world views, how they address questions of meaning, purpose and value, and how they influence morality, identity and diversity.

RE is mapped out throughout school to ensure progression of skills and knowledge. We meet the requirements of the National Curriculum in RE and use the Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds 2019. See Appendix 1. The curriculum is planned to be progressively more challenging from EYFS to year 6 and beyond as children increase their subject knowledge of an increasing number of faiths and develop the critical thinking skills enabling them to evaluate that knowledge and respond to it in a thoughtful and personal manner. It is an inclusive curriculum which is delivered to all of our pupils regardless of learning needs or disabilities and differentiated when necessary, through class support, different learning environments, alternative learning activities and assessment outcomes.

Our curriculum for RE alongside our very strong school ethos, based on our ‘Branch Out’ philosophy offers a place where challenging questions can be tackled within a safe but challenging context. Through considering philosophical and ethical questions, students develop problem solving and critical thinking skills; about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. By studying a range of world religions and non-religious views, students understand diversity, and nurture their personal development, alongside developing their own views and beliefs.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning as they learn to respect and understand the value of different beliefs and reflect upon codes for living, morality and what it means to be human. It enhances their spiritual, moral, social, and cultural development by developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them; responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience; reflecting on their own beliefs, values and experiences in the light of their study. The success of RE cannot just be judged by knowledge and skills but by praxis. We judge the success of RE to the extent that it supports the children to become caring and considerate people with positive behavior and attitudes, who will continue to contribute to the communities to which they belong to.

Aims

RE should ensure that all pupils:

- investigate the beliefs and practices of religions and other world views
- investigate how religions and other world views address questions of meaning, purpose and value
- investigate how religions and other world views influence morality, identity and diversity

Curriculum Structure

The Agreed Local Syllabus for RE in Calderdale, Kirklees and Leeds 2019 has 2 core themes:

1. **Beliefs and values:** to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity.
2. **Belonging:** to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different cultures can present. This is particularly important in a community such as Ripponden which has limited opportunities to learn about diversity and differences.

We aim to help children to understand we all share a common humanity.

Through a question based approach, alongside other topic areas we will give pupils a broad understanding of Christianity, world faiths and non-religious beliefs.

At Ripponden J and I school we believe that RE plays a vital role, alongside PSHE, ensuring our children become better informed around equality and inclusion issues.

IMPLEMENTATION

Teaching and Learning

In the EYFS, the half termly topics link with the RE units of work to ensure that the subject is taught at the appropriate level for our youngest children through the concepts they are engaging with, and the RE units may change around as the interests of the children are accommodated through topic work. The curriculum is made accessible through talking, stories, books and play.

Years 1 to 6

In Key Stage 1 and 2 each year group undertakes at least four units of work in RE. The scheme provides objectives, vocabulary, learning and teaching activities, resources, and methods of assessment, and these are outlined in the curriculum map and the content, concepts and skills broken down in the progression overview. It aims to give children an opportunity to learn through enquiry and investigation, developing an awareness of all major world faiths and a solid grounding in the three main Abrahamic faiths and Sikhism, whilst enabling them to explore questions of meaning purpose and value and morality. Children explore religious texts and significant religious figures, encounter faith leaders, consider key teachings, learn about places significant to religions, and explore questions of meaning, purpose, value, and morality. They learn to critique and evaluate, investigate, compare, and contrast a variety of beliefs and attitudes.

Progression through Key stages:

Progress ladders

EYFS, KS1 and KS2 progression ladders show the required progression through the whole school. The progression ladders are broken down into the three strands of Religious Education. Children progress by wider, more detailed knowledge of major world faiths, a deeper understanding of questions of religion and morality, and a deeper understanding of questions of meaning, purpose, and value.

Role of staff

Teachers are responsible for following the long-term plan and ensuring that lessons are engaging for all pupils. They are responsible differentiating the curriculum to meet the needs of children with Special Educational Needs and/or a Disability.

Support staff are deployed effectively to support children to engage with the subject in a positive way. They will have a role to play in ensuring children can access the curriculum and may be asked to carry out pre-teaching or intervention to ensure all children are included and their needs are being met.

The subject leader is responsible for the coordination of the long-term plan. The subject leader provides support and guidance to the teachers and attends CPD to ensure their own knowledge is up-to-date. They will ensure teachers are trained to use resources and teach the subject throughout all age groups in school including EYFS.

Inclusion, equality of opportunity and differentiation

At the heart of RE is the question of what it means to be human, relating to the highest aspects of Maslow's hierarchy of need. Its goal is the fostering of mutual respect, empathy and community understanding, on a local and global scale. As such it must be taught in a way which is inclusive of all, regardless of race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances.

Differentiation is used to enable all pupils to make good and sustained progress in RE including those with special educational needs, those with disabilities and those identified as gifted and talented; as well as those with English as an additional language.

Role of parents/carers

At Ripponden J and I School we will encourage parents to engage with RE by:

- inviting parents into school from different faiths to visit school
- communicating effectively the relevance and importance of visits to places of worship
- celebrating diversity in parent assemblies

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE then they will be invited into school to discuss the issue(s) with a senior member of staff. School will endeavour to understand the parents' concerns and make reasonable adjustments to ensure the pupil is not withdrawn. If a solution is not successful then a written summary of the reason for withdrawal should be made by the parent. The school will make appropriate arrangements for the pupil to be supervised in school during RE lessons.

IMPACT

Monitoring

The subject leader will monitor planning, and the teaching of RE.

They will also monitor pupil engagement and enjoyment of the subject through:

- talking to pupils
- monitoring work in RE books

Assessment

Assessment in foundation subjects, including Religion Education, takes place in many forms, including quizzes, paired work, participation in class activities and marking of work. As a staff, we have trialled RAG rating the key objectives from each unit of work and passing this on to subject leaders. However, after 2 terms of doing this, we evaluated the impact of this and found it to be minimal for both class teacher and for subject leaders. It was a lengthy task for teachers to complete for each foundation subject for each half term, so we decided against doing this moving forward.

Additionally, a number of subject leaders went on Calderdale network meetings where they were told that there is no need to formally assess the foundation subjects.

Instead, teachers have a sound knowledge of the children, their needs and their abilities. They can talk with authority about which children do well and those which need more support.

Subject leader monitoring is given a high priority and time is given for monitoring activities. During monitoring activities, the subject leaders look at planning, look at children's work and speak with children. This is then triangulated when they speak to the class teacher. Due to these activities, the subject leaders can be confident of the standards in their curriculum areas.

Recording

RE work is produced by the children from Year 1 to Year 6 in their RE books. Some RE work may be recorded in books in EYFS. A combination of worksheets from planning websites, teacher documents and the children's own ideas, question and answers in written and drawing forms will be seen in books. Books may include digital work in the form of photographs, word or power point documents or print outs from apps.

Marking and feedback

Feedback to children will be given as much as possible in the lesson to encourage on the spot learning and enable the embedding of skills, knowledge and understanding. Recorded work should be stamped using the appropriate stamp for each key stage - 'Got it' (green), 'Nearly there' (orange) or 'Ooops' (red).

Reporting

Feedback to parents should be provided through a parents' evening during the autumn and spring terms and a report featuring progress and attainment information during the summer term.

Date of Ratification:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) (CHAIR OF GOVERNORS)
Review date:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) (CHAIR OF GOVERNORS)