

Ripponden J&I School



RE Policy October 2024

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Religious Education (RE) Policy

INTENT

At Ripponden our vision for RE is based on the national guidance issued by the RE Council in 2024 and 2013 and the SACRE local agreed syllabus, 2024. At Ripponden we recognise our 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, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

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.

Aims

The aims of RE at Ripponden reflect the three aims of the syllabus for pupils:

A. To investigate the beliefs and practices of religions and other world views, including:

- Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
- Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. To investigate how religions and other world views address questions of meaning, purpose and value, including:

- The nature of religion and belief and its key concepts;
- Ultimate Questions of belonging, meaning, purpose and truth.

C. To investigate how religions and other world views influence morality, identity and diversity, including:

- Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
- Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

Curriculum Structure

Our curriculum is based around six pathways through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

Our RE Curriculum delivers the opportunity to: develop progressive understanding of the 'pathways' and build rich and profound knowledge of religions/worldviews

Pathway 1: The Nature of Religion and Belief

- Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. (Based on Big Idea 1: Continuity, Change and Diversity)

Pathway 2: Expressing Belief

- It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-

verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences. (Based on Big Idea 2: Words and Beyond)

Pathway 3: A Good Life

- Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews. (Based on Big Idea 3: A Good Life)

Pathway 4: Personal Journey

- Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. (Based on Big Idea 4: Making Sense of Life's Experiences)

Pathway 5: Influence and Authority

- Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative. (Based on Big Idea 5: Influence and Power)

Pathway 6: The Big Picture

- Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways. (Based on Big Idea 6: The Big Picture)

The Six Pathways: A summary



IMPLEMENTATION

Teaching and Learning

The RE curriculum has been carefully mapped out to ensure all pathways are covered in the required depth so that children are prepared for their next key stage. By the time children enter key stage 1 they will have covered all six pathways through the early learning goals. In key stage 1, LKS2 and UKS2 the curriculum has been designed to ensure all six pathways are taught by the end of their relevant key stage.

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.

In Key Stage 1&2 RE is timetabled so that pupils are provided with 1 hour of RE each week. Where RE lessons are not taught in a week due to circumstances such as trips, training days and other curricular activity; The time will be made up at a later date so that requirements of the RE curriculum are met. Lessons will be delivered as explicit RE lessons however, on some occasions there will be cross-curricular links. Lessons are taught by the class teacher/ a qualified teacher covering PPA/an HLTA.

Year groups follow the plans, teaching and learning activities provided by the syllabus. Teachers use

their expertise where necessary to change/adapt or use alternative resources that provide a better learning opportunity for their classes.

++ Ripponden J & I School RE long term plan 2024-25

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	E.1 Which places are special to members of our community? (Pathway 1) E.2 Why are some objects special? (Pathway 2)		E.3 Who cares for me and how do I help others? (Pathway 3) E.4 Who belongs in my family and community? (Pathway 4)		E.5 How do people celebrate special times? (Pathway 5) E.6 How do we understand and care for the world? (Pathway 6)	
Year 1	C1.5 Why are festivals important in a community? (Pathway 5)		C1.6 Which books and stories are important? (Pathway 6)	F1.12 How and why do we care for others? (Pathway 3)	C1.1 What does it mean to belong a community of belief? (Pathway 1)	
Year 2	C1.3 How can we make good choices? (Pathway 3)		C1.4 How and why do some people pray? (Pathway 4)	C1.2 How are symbols used to welcome new life? (Pathway 2)	F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 and 6)	
Year 3	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6)		CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)		CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)	FL2.11 How do creation stories help people understand the world? (Pathway 6)
Year 4	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)		CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)		CL2.2 How do different people express their spirituality? (Pathway 2)	FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)
Year 5	CU2.4 Why do some people go on pilgrimage? (Pathway 4)		CU2.3 What values do people live by? (Pathway 3)		CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	FU2.14 How do Buddhists live a meaningful life? (Pathways 1 and 4)
Year 6	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)		FU2.11 What is the significance of Easter Ascension and Pentecost? (Pathway 6)	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)	

Key: Pathway 1: The Nature of Religion and Belief Pathway 2: Expressing Belief Pathway 3: A Good Life Pathway 4: Personal Journey Pathway 5: Influence and Authority Pathway 6: The Big Picture

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 meets 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

In Key Stage 1 learning is recorded in floor books where children's thoughts, ideas are recorded by the class teacher or the children. Floor books will also showcase examples of pupils work where appropriate.

In Key stage 2 pupils will record RE work in their RE book however, KS2 teachers also have the option of using floor books. Teachers will use their professional judgement to decide which activities are more appropriate for individual book work or an activity more suitable for a floor book.

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.

Review and Evaluation

This policy was written in October 2024 and will be reviewed in October 2026, unless there are any significant changes before then.