



Wood End Park Academy

RE Policy

Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of Religious Education: RE.

Although RE is not a foundation subject within the National Curriculum, it states: *All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.* The aims of teaching RE are consistent with the academy's commitment that all pupils are entitled to an excellent full curriculum.

'Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious Education is an important facet young people's education as it informs our students about how religious beliefs, embedded in a vast array of faiths, provides the underpinning for the ways they people live their lives and provides a significant contribution to their decision making with regard to right and wrong action. Given this, the study of religion both in terms of its content and its enactments is crucial to the achievement of an educated person in today.' – Hillingdon RE Syllabus 2017

Subject Intent

Within R.E we help our children to respect the diversity of all faiths and beliefs within our school community. We strive for children to develop awareness of the similarities of the religions we study across the school and celebrate the first hand experiences of our community. We explore a variety of festivals and their significance to people across a number of faiths. The significance of R.E to our school community is reflected in our use of educational visits to places of worship spanning across a number of faiths. The subject is a vessel for teaching our children identity and belonging as they each develop their own moral code in line with their personal faith or belief system. (created with teachers)

RE in Our Curriculum

The aims of RE in our school are:

- to promote positive attitudes and enthusiasm for RE
- to ensure the progressive development of RE concepts, knowledge, skills and attitudes

We follow the Hillingdon SACRE in which the aims are as follows: Religious Education is concerned with helping children learn about religion and from religion. It is not about encouraging them to adopt a particular commitment.

Through the study of religious education pupils will:

- Develop a better understanding of the multi-cultural society in which they live, and the beliefs values and practices of different members of that society
- Have opportunities to clarify and express their own values and opportunities to consider and discuss the meaning of life
- Develop different skills, particularly those of analysis, reasoning, judgement, interpretation and evaluation.
- Understand something of what it means to belong to a particular faith tradition and they should have respect for others who have different beliefs to their own.

Implementing RE

The minimum amount of RE undertaken should be one unit per half term.

We use a variety of teaching and learning styles in our RE lessons. We believe in whole-class teaching methods and we combine these with enquiry based research activities. We encourage children to ask as well as answer questions about the periods that they are studying. We offer them the opportunity to use a variety of primary and secondary sources such as photographs, reports, artefacts, written memoirs. Children take part in role-play and discussions, and they present their findings to the rest of the class.

We recognise the fact that in all classes there are children of widely-different abilities in RE and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty - not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups.

Planning for RE

Teaching staff currently develop their own units of work for this subject. Co-working with a senior leader supports a set of lesson plans being improved from the previous year to achieve even higher outcomes.

Units of work are mapped across the year groups to ensure balance and progression- see our overview at the back of this policy.

Learning questions are planned and delivered to engage the children, drive the learning in the lesson and the work in the lesson builds towards an answer.

Relevant links with other curriculum areas (such as Geography, History, English) should be made in unit plans.

In planning a unit consideration should be made of the following;

- Opportunities to learn about the key features of religions (especially those prominent in our community).
- Making comparisons between religions.
- Reflecting on what we have learnt and our own beliefs and values
- Ask and answer questions about a religion.

Curriculum Coverage

During the Foundation Stage children will work towards the areas of learning set out in the Early Years Foundation Stage that underpin the curriculum planning for children from birth to five.

RE will be practised under the area of learning for 'Understanding of the World'. **Foundation Stage children** will be encouraged to:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

(Statutory framework for the early year's foundation stage, 2020)

Key Stage One will build on and further develop these skills.

During **Key Stage Two**, pupils should be equipped with basic knowledge so that they can make comparisons and develop a deeper understanding of religions and their place in the world. They will begin to draw on their own beliefs and values. They will study key figures who have used religion to change the world linking to History.

Progression will be ensured by reference to the schemes of work and by each teacher knowing the content that they are required to teach. Continuity will be ensured by all staff conforming to the agreed mode of working as outlined in this policy.

Learning Outcomes

Children will have RE books to record their learning in. All work will be completed at a high standard and teachers will ensure children produce their best. Work in books will aid assessment and progression and good examples of work will be displayed in the classroom and around school.

Examples of work and relevant photographs will be made available to the subject co-ordinator as evidence of work completed and as an aid to monitoring progression and assessment.

Inclusion

In line with the school's Inclusion Policy, each child will have an equal entitlement to all aspects of the RE curriculum. We believe that it is important for all children to experience the range of RE skills and activities. We will use opportunities within RE to challenge stereotypes.

Throughout all RE work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of individual needs.

Assessment, recording and reporting

Teacher assessment should concentrate on the aspects of capability in order to inform future teaching and learning. Examples of work will be kept in RE books to demonstrate work completed and

progression whenever possible. Each unit has an overview with intent and knowledge goals which describe what children might be expected to know and be able to do. This should help teachers to determine those who are performing to the age-related expectations and making sound progress and those who are performing at a different level. In cases where to performance is different to the norm, the learning questions and particularly the learning outcomes should be analysed to inform future teaching to ensure the child is further extended or focused teaching is used where progress has not been made.

At the end of each term, a pupil from each class is awarded the 'Thoughtful Theologian' Curriculum Award.

Resources

At present, basic resources are stored in a central RE area with boxes for individual topics kept in each year group. It is the responsibility of the lead teacher in each year group to manage the resources required during their unit and advise the subject co-ordinator if additional resources are required.

In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children.

Safe and tidy working practices are encouraged at all times.

Budget

Managing the funding for RE is the responsibility of the principal.

Each year financial consideration will be given to:

- New equipment investment
- Equipment renewal
- Any new units/ topics that may be taught
- Staff training needs

Review

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.

In reviewing teaching and learning that has taken place, we must look for progression in art and design skills, and ensure knowledge about processes and techniques is taught effectively.

A critical aspect of teaching is to review work by asking:

- What worked well in the unit?
- What was the children's reaction to the unit?
- Did it extend the most able?
- How did we help access for those with special needs?
- Did we have any resource problems with the unit?
- What would you change if doing it again?
- What advice would you give other teachers regarding this unit?

Wood End Park Academy's RE Subject Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
1	My community	Christianity: Bible	Places of worship	Christian Holidays	Christianity values	What Makes me, me?
2	Hinduism	Hinduism: Diwali	Rites of Passage	Hindu Gods	Christian ideas: God	Big Questions
3	Celebrating birth	Islamic ideas: God	Special books	Milestones	Bible stories	Food in Religion
4	Places of worship	Jesus' life: Key events	Funerals	Signs and symbols	Islam	Judaism
5	Sikhism	Christian parables	Aesop's fables	Sikh festivals	Buddhism	Inspirational people
6	Famous Christians	Buddhist beliefs	Sikh artefacts	Big Questions	Religious Leaders	Life stances

Wood End Park Academy's History Subject Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
1	Changes from living memory and toys		Significant people: Edith Cavell		History of Hayes	
2	Great Fire of London		Significant people: Mary Seacole and Florence Nightingale		Queen Elizabeth II	
3	Stone Age		Romans		Egyptians	
4	Mayans		Tudors		Tudor exploration (changing in 2022)	
5	Victorians		Ancient Greece		World War 1	
6	World War 2		History of Hayes		Monarchs 1066- present	