



Upper Beeding Primary School

Religious Education Policy

July 2023

INTENT

Why do we teach RE? Why do we teach it the way we do?

At Upper Beeding Primary School, it is our intent to provide the children with Religious Education (RE) learning which enables them to develop their social, moral, spiritual and cultural understanding. We believe that by providing them with a varied and relevant RE, they will develop an understanding and respect for the world they live in and the varying cultures, beliefs and faiths that can be found within their community and the wider world. Throughout their RE learning, elements of PSHE will also be incorporated through their enquiries and discoveries and children will be supported in developing their social understanding and empathy towards others. Children and families of all cultures and beliefs will be celebrated at Upper Beeding Primary School and during RE sessions, we will provide opportunities for children to express their own beliefs, whilst being empathetic towards others that may have differing views.

Our aim is to ensure that all pupils develop their knowledge and analytical skills through our enquiry based approach and that their creative, imaginative and emotional development will also be positively impacted. We hope that by creating learning environments based upon trust and respect, the children will develop a sense of identity and belonging, as well as forging relationships and creating links with others within their community.

IMPLEMENTATION

What do we teach? What does this look like?

At Upper Beeding Primary School, we value the importance of providing children with meaningful and enriching experiences in order for them to make the most possible progress. Considering this, RE is taught weekly, following the aims outlined in the West Sussex Agreed Syllabus, alongside the Discovery RE scheme of work. We follow an enquiry based learning approach, as well as drawing on the expertise of others by encouraging visitors into school to share their knowledge about their religion and also providing opportunities for children to visit places of worship within the wider community.

Throughout the school year we also promote community cohesion by joining together as a school to celebrate key festivals including Christmas, Harvest Festival and Chinese New Year. As Christianity is the religion carrying the largest weight within our community, we also have regular visits from our local reverends who discuss key events throughout the Christian calendar in assemblies. We are also gratefully supported by Splash, a Christian charity, delivering whole school assemblies, promoting positive values and behaviour in children through the stories within the Bible.

IMPACT

What will this look like? What tools would we like our children to have when they leave our school?

Our vision is to provide children with experiences and learning that will enable them to:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy skills needed to engage purposefully with religions and worldviews

We aim to deliver an RE curriculum that prepares pupils for adult life, opening their minds to the beliefs, religions and cultures of others in addition to developing their own sense of identity and belonging. We hope that by

equipping children with the skills to engage with sensitive enquiry and questioning they will develop into empathetic, understanding adults and flourish individually in their beliefs.

TEACHING AND LEARNING

How are lessons organised? Where does the planning come from?

For each unit of work, lessons are structured around an enquiry-based approach. These include four phases:

ENGAGEMENT - Children are invited to engage in the learning by relating their own life experiences to a question such as 'What things are important in your life?' Introducing this type of question, opens the children's minds and instantly makes the learning relevant to them. Having this personal resonance allows for a smoother transition into thinking about religions that they may not have had the opportunity to experience yet.

INVESTIGATION – Children are then introduced to the key question they will be exploring for the unit and will be provided with opportunities to gain the subject knowledge relating to the relevant religion, exploring a range of media including artefacts, videos and stories.

EVALUATION – Within this phase, children will draw conclusions about the key question, based upon the subject knowledge they have gained. During this phase, a piece of work is usually created in order for children to demonstrate their understanding and for teachers to make an assessment of how effective the learning has been.

EXPRESSION – Finally, children are encouraged to reflect upon the engagement phase, considering their own views prior to being exposed to the subject knowledge relevant to the enquiry question. This allows them to make links between their own beliefs and the beliefs of those within the religion that has been explored.

EYFS

Children encounter religions and worldviews through stories, objects, special people and places. They will also be introduced to subject specific words and use their senses to explore and express their own viewpoints. The children will also be provided with opportunity to use their imagination and curiosity to develop their appreciation of the world around them.

KEY STAGE 1

Children will develop their knowledge and understanding of religions and worldviews, considering themselves, their community and the wider world. They will learn basic subject specific vocabulary and be encouraged to use this within their responses and discussion. They will also begin expressing their own views in relation to the enquiry-based question they are exploring.

KEY STAGE 2

Children will build upon their existing knowledge and understanding of religions and worldviews by drawing upon their prior knowledge and building on this. They will also use an extended range of subject specific vocabulary, asking and answering increasingly challenging questions about religion, belief and value. Children will be able to select material to support their own understanding and should be able to use this to give reasoning behind their responses to questions.

ASSESSMENT

Summative assessments take place throughout the year assessments in relation to the child's engagement and response to key questions. They complete work that will form part of their topic books, which then provides concrete evidence of the child's progression both within that year and throughout their time at Upper Beeding Primary School. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

EYFS pupils' progress and attainment are tracked against the Early Learning Goals on Insight, telling us whether each individual child is below expected or at expected for their age. It is no longer a requirement to assess above expected but children that are working above the Early Learning Goal is highlighted to the next teacher/s.

PLANNING AND RESOURCES

The RE Leader is responsible for overseeing the content and delivery of RE lessons. The content of sessions are provided in the Discovery RE scheme of work and whole school overview, however teachers are encouraged to adapt the learning activities to suit the needs of the children within their class. Although Discovery RE provides written activities, it is encouraged that these are altered in order to coincide with the quality of work seen in Upper Beeding Primary School topic books.

ORGANISATION

RE lessons are delivered weekly, however the length of these may vary depending on the activities as some may require a whole afternoon (if providing children with the experience of a festival, for example), whereas others may require 30-60 minutes.

The local Ministers and Splash! charity attend school and provide children with an assembly at least once each half term.

EQUAL OPPORTUNITIES AND INCLUSION

The RE curriculum adheres to the Upper Beeding Primary School Equal Opportunities Policy. The RE curriculum is accessible to all regardless of gender, race and ethnicity, and class. A variety of religions are taught in compliance with the West Sussex agreed syllabus. Upper Beeding observes the legal entitlements that parents can choose to withdraw their child from RE lessons with good reason. The RE curriculum provides opportunities for all to express their viewpoints, religion, beliefs and backgrounds.

Because of the enquiry based nature of our RE curriculum, all children are able to access the learning regardless of their attainment level. All activities are flexible and so are adaptable in order to support and extend the learning of the specific children within a class. Children are provided with opportunities to provide answers orally, creatively, in written format and through enactment, ensuring that all learners have the prospect to flourish in the subject.

ROLE OF THE SUBJECT LEADER

The RE subject leader is responsible for ensuring that the aims of the RE Policy are met. In addition to this, the RE subject leader should:

- Be enthusiastic about RE and demonstrate good practice
- Review changes to the National Curriculum requirements and West Sussex Agreed Syllabus and share these with teaching staff
- Encourage and support staff in the implementation of the curriculum
- Collate and review evidence related to RE through the e-portfolio and topic books to ensure progression and development of skills throughout the school
- Ensure an enquiry-based learning approach to RE is being adopted throughout the school
- Organise and review RE resources, ensuring these are maintained, accessible and replaced where necessary
- Share and review the 'Place of Worship' document, providing staff with an up-to-date bank for possible visitors and trips and ensure that children are being exposed to these opportunities at least once a term
- Support staff by sharing ideas and initiatives and organising in-service training as appropriate

Reviewed, Adopted and Ratified by:

Staff: June 2023

Governing Body: July 2023

Date for Review: July 2026