

Menston Primary School



Religious Education Policy

Menston Primary School
Menston
West Yorkshire
LS29 6LF

Tel: 01943 873180

E-mail: office@menstonprimary.co.uk

Web site: www.menstonprimary.co.uk

Headteacher
Marie Wilson

Approved by the Governing Body November 2021

Next review date November 2025

Purpose

Religious Education is a compulsory subject. It is a statutory requirement that every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online.

The National Curriculum in England: Framework Document, September 2013, p.4

Menston's RE teaching follows the Bradford RE Syllabus, *Believing and Belonging in West Yorkshire, 2019-2024*. The curriculum was designed to provide "a stimulating and rigorous framework for schools to teach about religion and worldviews, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities".

Menston Primary is committed to developing its children's knowledge and understanding of religions, worldviews and beliefs through the teaching of RE and by promoting children's spiritual, cultural and moral development. Children learn *about* religions and *from* religions. From exploring different rituals and forms of worship to discussing key ethical questions about right and wrong, RE offers a unique opportunity to shape a child's understanding of the world, develop their core values, ideas and identities, consider important aspects of diversity within society and learn cultural references that will inform them throughout their lives.

Menston Primary uses RE Resources Hub planning to support curriculum delivery. Resources have been adapted to take into account the school's local context and children's background. The school follows an enquiry-based approach. Over their time in school, children will develop a knowledge of Christianity and Islam. In addition, Judaism and Sikhism will be studied at KS2. Children will also look at other major faiths and non-religious worldviews. Content coverage will be at local, national and global levels. In each year group, RE learning will combine a systematic study of specific religions and worldviews, and enquiry into wider themes and application. Children's subject-specific vocabulary will be developed. Teachers ensure that the content taught is appropriate and handled sensitively.

Aims

The RE curriculum at Menston is comprised of religious studies, philosophy and ethics, and is underpinned by the aims of the Bradford syllabus, to:

- **Investigate the beliefs and practices of religions and worldviews;**
 - 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
- **Investigate how religions and worldviews address questions of meaning, purpose and value;**
 - The nature of religion and belief
 - Ultimate questions of belonging, meaning, purpose and truth

- **Investigate how religions and worldviews influence morality, identity and diversity.**
 - Moral decisions
 - Identity and diversity: diversity among religions and worldviews, individual and community response to

Curriculum Intent

Believing and Belonging aims to weave together learning about beliefs and values. It “aims to develop pupils’ understanding of religions and worldviews, exploring their commonality and diversity”.

- **Beliefs and Values**
 - To enable pupils to develop a broad and balanced understanding of religions and worldviews, or ‘religious literacy’, comprising of in-depth study and breadth of topic.
 - To develop critical thinking skills.
- **Belonging**
 - Broaden perspectives of faiths and cultures, encouraging tolerance of diversity.
 - Nurture spirituality
 - Contribute to developing pupils as positive, participating citizens of the world.

The curriculum is built around these principles:

- **To develop systemic knowledge and to apply this to appropriate themes**
 - Including discrete specific religions (systematic approach)
 - Applying this knowledge to significant, engaging and relevant questions about human life (thematic approach)
- **To recognise diversity between and within traditions**
- **To explore RE as a lived experience as well as texts and doctrines**
 - Including supporting community cohesion and SMSC education

RE Subject Content

Menston’s RE follows an enquiry-based approach which allows for the formulation and answering of questions, opportunities for personal growth and development and the consideration of community cohesion. Learning is broken down into topics of 6-10 weeks in length.

There are three levels of RE planning at Menston. The long term plan maps out the topics studied over the year and the religions that are studied during them. The medium term plans give details of each topic, how they link to the Bradford questions, vocabulary, spiritual concepts and assessment criteria. The Subject Leader monitors these documents to ensure the curriculum meets the

specification of the Bradford syllabus. Each teacher plans for individual lessons following the learning objectives on their medium term plan. Planning can be discussed with the Subject Leader.

Over the course of a year, children at Menston will study the equivalent of 1 lesson a week of RE.

EYFS

Children in Foundation follow *Believing and Belonging*, using RE Resource Hub planning as a basis. RE also falls into the Early Learning Goal 'Understanding the World' (Past and Present, The Natural World and People, Culture and Communities).

EYFS children at Menston begin by considering what is familiar to them before broadening out to look at special times, stories and places, thinking about beliefs, practises and forms of expression. Children are taught how to ask questions and reflect on their own experiences, using subject-specific vocabulary. Teaching in RE supports children's learning through playing and exploring, active learning, creating and critical thinking. Children complete their RE learning with discussions about belonging, which supports their transition to Y1. Teaching is primarily based on Christianity and Islam but also considers other major world faiths and takes into account individual children's own faiths as well.

KS1

Christianity and Islam are the key religions focussed on in KS1 but reference is also made to other major faiths and worldviews, particularly those of children in Y1 and Y2. Teaching and learning includes the posing and discussion of questions. Pupils will be taught to:

Beliefs and practises of religions and other worldviews

- Recall and name different beliefs and practises of religions and other worldviews
- Retell and suggest meanings for some religious and moral stories
- Recognise some ways people express beliefs and belonging

Questions of meaning, purpose and value

- Explore questions about beliefs
- Observe and recount different ways of expressing belief
- Find out about questions of right and wrong and begin to express their ideas
- Notice and respond sensitively to some similarities between different religions and worldviews.

KS2

In KS2, children further develop their understanding of religions and worldviews teaching and learning is extended to include Judaism and Sikhism. They will consider questions of right and wrong and to share their own responses. Children will learn how to:

Questions of meaning, purpose and value

- Describe and understand links between stories and aspects of the communities they are investigating, sharing their own responses
- Describe and make connections between different features of the religions and worldviews.

Morality, identity and diversity

- Discuss and respond to ethical questions
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all

Teaching and Learning Strategies

RE teaching and learning at Menston enables children to encounter religious traditions or worldviews and reflect on what these ideas and concepts mean to them. Children's own sense of values and spiritual development are also promoted through RE. Children can build on personal experience, for example of religious festivals such as Easter and Eid al-Fitr.

Children learn through direct teaching, group work and experientially using artefacts. Children's learning in RE is enhanced by the study of photographs, video clips, visits to sacred buildings, guest speakers and assemblies based on Christian stories from Open the Book.

Investigating questions and evaluating sources of evidence are key parts of learning in RE and discussion plays a vital role in developing understanding. Individual, paired and group work all have a place in RE teaching and learning.

In order to ensure that teaching is at an appropriate level for every child, a variety of strategies are implemented, for example, the use of open-ended tasks, setting tasks of increasing difficulty, utilising resources of differing complexity or providing a variety of tasks suitable for different levels of ability.

Learning will be evident in high quality discussions that use subject specific vocabulary, knowledgeable explanations and respectful terminology. Learning will be evidenced through cross-curricula work such as art, craft, drama and literacy.

Contribution of RE to Other Subjects

English

RE supports the teaching of English through the active promotion of reading, writing, speaking and listening skills. Children are encouraged to record information, write stories and debate ideas.

Computing

ICT is used where appropriate, for example for researching or presenting information.

Personal, Social and Health Education (PSHE) and Citizenship

Through RE, children learn about the values and moral beliefs that underpin individual behaviour. Children consider complex issues including justice, democracy and fairness. Respect for others and the need for personal responsibility are promoted, in addition to the values and attitudes required for citizenship in our society. British Values are supported by RE teaching: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Spiritual, Moral, Social and Cultural Development

RE offers the opportunity to support children's spiritual development. The meaning and purpose of life, ethical and moral issues of right and wrong and looking at identity in a multicultural environment are all enabled by RE learning. RE gives children a sense of their own identity and an understanding of the cultural context of their lives.

Relationships Education

RE links to Relationships Education by looking at family, values and morals, and the celebration of marriage in different traditions.

Outdoor Learning/Learning Outside the Classroom

There are clear links between RE and outdoor learning or learning outside the classroom. Children will have the opportunity to visit religious buildings. The outdoors supports teaching about prayer and reflection, as well as nature and different ideas about Creation.

Pupils with SEN&D

All children at Menston have the right to access the RE curriculum. It may be necessary to adapt the delivery the RE curriculum for some pupils in order to ensure they achieve to the best of their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges, responding to each child's different needs and overcoming potential barriers to learning. Offering first-hand experiences, organising a range of personal experiences and the use of sensory materials will be used to support certain children. Where appropriate SEN children may be supported in small groups or on a one to one basis.

Assessment

Evidence of learning will be in children's books and writing, photographs and notes on discussions in class. An assessment task will be incorporated into the planning for each unit of work.

Assessment is a key part of teaching and learning and will be done in a variety of ways including looking at children's books and listening to dialogues. Assessment will inform next steps and ensure that learning is taking place with an appropriate level of challenge.

- Formative assessment is carried out during shorter activities.
- Summative, independent assessment takes place at the end of a topic to determine each child's understanding.

All teachers record centrally assessments for their pupils at the end of each topic so that the Subject Leader can see progress in RE across the whole school.

Assessment of RE in the EYFS will be against specific Early Learning Goals, in particular

- Understanding the World – The World
- Understanding the World – People, Culture and Communities
- Understanding the World – Past and Present

End of year assessment in Y1-6 will be against criteria outlined by the Bradford syllabus for each year group.

Resources

A selection of appropriate RE resources and artefacts are available in school, in boxes relating to different faiths. In addition, there are a wide variety of texts, chosen to both stimulate and inform learning. A list of useful websites, documents and online resources is also maintained by the Subject Leader.

Reflection Time (Collective Worship)

Each day children are given the time to self-reflect on their own beliefs and values. This is done as a whole school, within their key stage or at a class level. Different strategies are used to support these times including stories, music and video clips. Self-reflection supports children's SMSC awareness and enables them to understand their own feelings, thoughts and emotions.

Although it is not strictly part of the RE curriculum, KS1 children at Menston sometimes benefit from visits by the Open the Book team from Menston Methodist Church. These engaging assemblies retell stories from the Bible and allow time for personal reflection or prayer.

Parents do have the right to withdraw pupils from RE. Any parent/carer wishing to do this should make an appointment with the Headteacher. The school does not support selective withdrawal from RE.

Monitoring and Review

Monitoring allows the Subject Leader to gain an overview of the teaching and learning taking place throughout the school. The RE Subject Leader will monitor and review RE teaching and learning in school, considering progression, coverage, teaching strategies and areas of strength and development.

The Subject Leader will:

- Keep copies of long term and medium term RE plans.
- Carry out evidence scrutinises.
- Ensure there are suitable resources available in school and encourage their use.
- Analyse assessment data and pupil progress.
- Observe RE teaching and learning to ensure the necessary knowledge, understanding and skills are taught.
- Ensure the school is covering the syllabus.

- Provide subject support for staff.
- Maintain the RE resource collection.
- Maintain an RE online resource collection.
- Provide feedback and actions (where appropriate) to teaching staff.

Bradford (2016) *Bradford Agreed Syllabus for RE*

<https://bso.bradford.gov.uk/schools/CMSPage.aspx?mid=2039>

September 2021 (to be reviewed September 2023)

Catherine Lain (Subject Lead)

Monitoring – Governor Involvement

The RE lead will regularly meet with the School Improvement and Standards Committee to monitor this policy and the teaching of RE within school.

Agreed by the Full Governing Body:

Signed.....

Date.....

Next review: November 2025 (or sooner if local or national guidance changes)