



Pikes Lane Primary School

RE Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Subject Leader: Mrs S Hart (upto Nov 2024)
Link to Governor Committee:
Curriculum, Standards and Wellbeing



Pikes Lane Primary School
Religious Education (RE) Policy

https://docs.google.com/presentation/d/1RIK-olj7hNoO3adH6_5XqfKza_xCv2BQMRp52SelG-w/edit?usp=drive_web&oid=107771493381468891458

This statement of practice should be considered alongside others including the assessment, British Values, Early Years, marking and feedback and Pikes Lane Learning Journey statements.

Intent:

Religious Education is an important part of pupils' learning and Pikes Lane.

The **principal intent** of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education is a fulfilling and challenging subject with the opportunity to impact greatly on society around us. The Golden Threads of 'Leisure and Play' and 'Equality of opportunity' are key with RE, enabling children to develop as Global Citizens (as evident on the Long Term REmap), consciously being able to communicate with others and their cultures. The Religious Education challenges pupils through sequencing knowledge and concepts to build upon prior knowledge.

The intent of the RE ensures all pupils to:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways

- recognise and account for ways in which people put their beliefs into action in diverse ways,

in their everyday lives, within their communities and in the wider world

- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

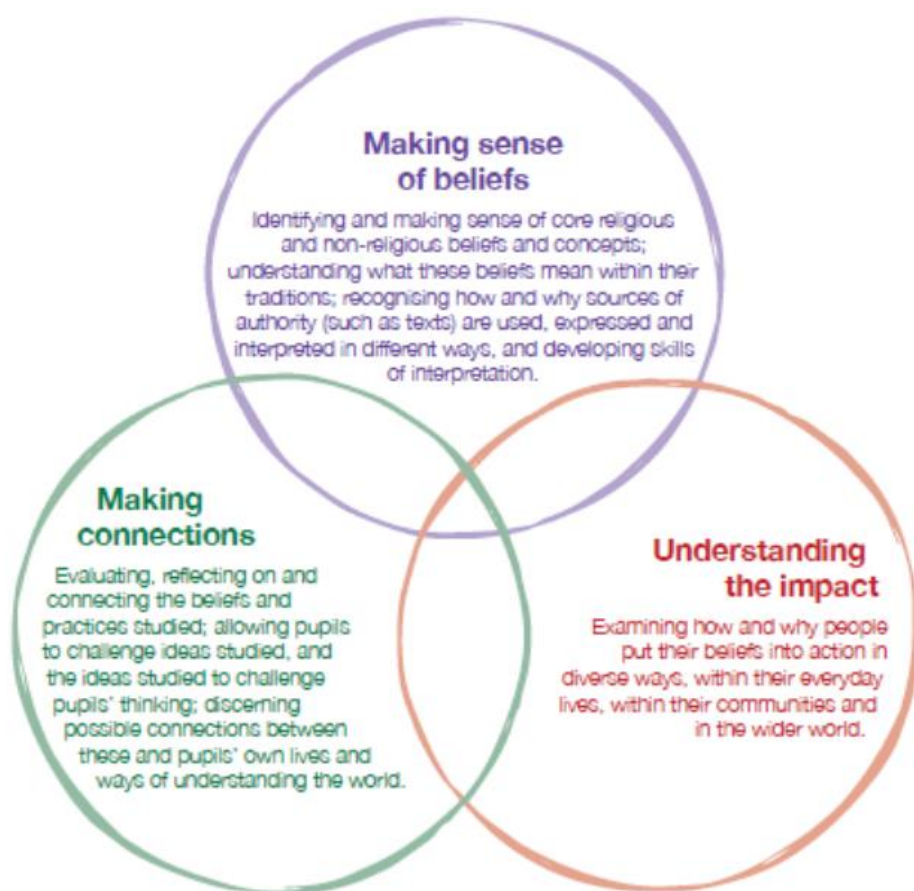
3. make connections between religious and non-religious beliefs, concepts,

practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



Implement

Substantive knowledge What we know: facts	Disciplinary knowledge How we know it (developing the skills of the subject discipline)	Personal knowledge The attitudes, experiences and assumptions which shape the way we experience life.
Concept The unifying ideas of each subject discipline	Schema Connected webs of knowledge	Golden Thread Pikes Lane specific concepts



Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. At Pikes Lane, RE allows children to learn about different religions but also reflect on what these religious ideas and concepts mean to them.

Religions will be taught as follows:

Reception – Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Alongside this, teachers will take into consideration other religions and non-religious worldviews.

KS1 – Children will encounter Christianity, Islam and Judaism. Alongside this, teachers will take into consideration other religions and non-religious worldviews.

KS2 - Children will encounter Christianity, Islam, Judaism and Judaism. Alongside this, teachers will take into consideration other religions and non-religious worldviews.

These can be found in the Whole School Overview.

https://docs.google.com/document/d/1q-Sadf5bgN8cYOjdy4FCiHlhatfOx_gl/edit

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5% of curriculum for RE.

This is set out in the table below, and based on the most recent national guidelines.

4 – 5s	36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5 – 7s	36 hours of tuition per year

	(e.g. an hour a week, or less than an hour a week plus a series of RE days).
7 – 11s	45 hours of tuition a week (e.g an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

(Bolton Agreed Syllabus, 2020)

We achieve this in a variety of ways, including:

- Teaching units of work in a systematic approach which lead into thematic units where pupils can make comparisons between beliefs at the end of the year.
- Teachers teach alternate weekly RE lessons in line with STEM and Communication weeks
- The content of the lessons is driven by the Bolton Agreed RE Syllabus 2020-2025
- Teachers set common tasks that are open-ended and can have a variety of responses
- Teaching include the use of 'big questioning'
- Providing resources of different complexity so that RE is inclusive of all children
- ensuring tasks promote deep and meaningful learning that challenges the individual
- using classroom assistants to support the work of individuals or groups of children
- The appropriate hours of teaching on alternate weeks being documented in the Global Citizenship books or on earwig to capture evidence of the 'Golden Threads' link too

Curriculum planning in Religious Education:

We plan our Religious Education curriculum in accordance with the Bolton Agreed

Syllabus. <https://drive.google.com/drive/folders/10SvI77XScSHiPnY5oiR9RiODYXSN07CP>

We have then adapted this for the needs and interests of our pupils and ensured planned progression is built into the scheme of work.

https://docs.google.com/document/d/1q-Sadf5bgN8cYOjdy4FCiHlhatfOx_gI/edit

When we are Understanding Christianity there is a focus on the core concepts of God, Creation, Fall, People of God, Incarnation, the Gospel, Salvation and the Kingdom of God. Follow the link below to see how these

core concepts are sequenced through RE learning at Pikes Lane Primary School.

<https://docs.google.com/document/d/1seTZrizvCZqC4Xs-e9aTqluflvi-NdiHwyQW3D0FhEU/edit>

In other areas of the RE curriculum, students learn about non-religious and worldviews as well as Judaism, Islam and Hinduism. Follow the link below to see how these topics are sequenced throughout the Pikes Lane learning journey. <https://docs.google.com/document/d/1l8pS-nk4T5ZXkiSYtEpdmlJHTh00Um1gHUSqmYhpYJk/edit>

The topics studied in Religious Education build upon prior learning and offer opportunities for children of all abilities to develop their skills and knowledge across the school.

Wherever possible, we try to embed cross-curricular links within RE e.g. poetry, dance, music and art.

A range of approaches are used to enhance teaching and learning e.g. links to class topics, outdoor learning, trips, visitors and ICT.

Knowledge

Substantive knowledge What we know: facts	
Disciplinary knowledge How we know it (developing the skills of the subject discipline)	
Personal knowledge The attitudes, experiences and assumptions which shape the way we experience life.	

Key Concepts in RE

At Pikes Lane Primary School, the Key Concepts in RE are listed under two subheadings. The first being 'concepts central to understanding religion' and the second, 'concepts central to human experience and questions about meaning and purpose.

Concepts central to understanding religion:

- Transcendence
- Belief
- Worship
- Tradition
- Morality

Concepts central to human experience and questions about meaning and purpose

- Suffering
- Identity
- Interdependence

Follow the link below to see how these key concepts are sequenced through RE learning at Pikes Lane Primary School.

https://docs.google.com/document/d/1oCvlg-QQB6LnYFuoOgbyKhsvGY5eFI8_DnLfBXFEeS4/edit

Early Years Foundation Stage (EYFS):

We teach Religious Education to all children in the school, including those in the EYFS.

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Alongside this, teachers will take into consideration other religions and non-religious worldviews.

British Values

At Pikes Lane Primary School, we uphold and teach pupils about British Values that are defined as: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education. We also teach British Values through planning and

delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

SEN

At Pikes Lane we thrive in ensuring all children are able to access their learning. In RE, we aim to make certain lessons adaptive to assist in children's learning in terms of:

- learning outcomes
- vocabulary
- tasks
- teaching methods
- resources

Tasks can be broken down into smaller steps, giving children achievable goals. Vocabulary needs to be pre-taught and visuals of widgets and word banks made available in lessons either in books or on 1:1 iPads. We also provide SEN children with artefacts so they can make real life links which promotes a love of the subject. All children have the opportunity to access cultural capital experiences, including those who are SEN/D.

In Early Years and KS1, children are encouraged to work practically and teaching staff to evidence learning on Earwig using the appropriate hashtags (#RE) (#SEN). Children with special educational needs in KS2 have the opportunity to work more practically and evidence their learning through their online Pikes Lane Learning Journey and on Showbie. This will make learning more accessible and give children the resources to evidence through voice notes and images. *Please see SEND/ Inclusion policy for more information.*

Golden Threads

At Pikes Lane, we have golden threads that run throughout our curriculum.

STEM: Sustainability, Information Systems and Decision Making and Location knowledge

Information Systems and Decision Making	The right to be heard and have a voice : choosing your religion
Location Knowledge	Locating places of worship around the world on a map and comparing two places of worship (same religion but of different eras)

Communication: Leisure and play, Jobs through the ages and Equality of opportunity.

Leisure and Play	- Religion is a leisure opportunity some people choose to take part in - It is not a part of everyone's life - Sunday School/ religious classes - Community experiences - Charity involvement both in and out of religious communities
Jobs through the ages	- Comparing jobs within a religion or as a scientist - Analysing how jobs in religion have changed over time - Architecture of places of worship have changed over time and how modern places of worship may seem more aesthetically appealing
Equality of opportunity	- RRS links - Have a right to be heard, a voice - To express our opinions and thoughts equally - Equality or equity? - Respect others opinions, religions, cultures and communities - Respect non-religious viewpoints - All live in an equal society regardless of religion, gender, stereotypes

These golden threads are taught throughout the RE curriculum in each year group bringing a focus on the wider world. They are identified in the Long Term Curricular Map. https://docs.google.com/document/d/1q-Sadf5bgN8cYOjdy4FCiHlhatfOx_gl/edit

Golden Thread links in RE will enable students to:

- Have an understanding of a variety of religions and cultures and develop mutual respect for these religions demonstrating equality as Global Citizens
- Be confident to have rich conversations about religion as leisure and play.

Protected Characteristics

At Pikes Lane, we promote the nine protected characteristics that are outlined in the Equality Act, 2010. In Religious Education, we focus mainly on the characteristic of religion. This defines religion as the faith which people follow. Not all people are religious, but this does not mean they don't have beliefs. All people have a belief system, and they should not be treated differently or prevented from different opportunities because of this. Regardless of your religion or beliefs you all have the same rights.

Rights and Respects

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Impact

Assessment and Recording:

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

OTrack is used to assess children in RE and these are in accordance with the phase outcomes (KS1/LWKS2/UPKS2). Children are assessed at Working Towards, Working At Expected Age or Greater Depth.

Teachers can assess pupils based on their achievement on the learning outcomes.

If a child is accessing the learning outcomes related to 'Making Sense' they are Working Towards.

If a child is accessing the learning outcomes related to 'Making Sense' and 'Understanding the Impact' they are Working At Age Related.

If a child is accessing the learning outcomes related to 'Making Sense', 'Understanding the Impact' and 'Making Connections' they are Greater Depth.

There are also statements to support More Able and Most Able children when assessing these and can be found using the hyperlink.

<https://padlet.com/walkerj69/re-2023-2024-4lzaih7np254rt20/wish/1652551545>

The RE subject leader keeps samples of children's work in their Global Citizenship books as well as on the school's computer system. This demonstrates what the expected level of achievement is in RE in each year of the school. RE has a pre task at the start of each new topic and an exit task at the end of each topic.

Pedagogical approaches in RE may include, referring to the Big Question and developing prior knowledge in KS1 either individually or as a whole class, and in KS2; accessing the snowflake model to reflect on opinions throughout a topic and seeing how these might change and develop.

Each year group has 'I can' statements linking to each topic that teachers use to make judgements about attainment and progress in RE learning. These can be found on the long term curricular map for RE.

https://docs.google.com/document/d/1q-Sadf5bgN8cYOjdy4FCiHlhatfOx_gl/edit

Earwig is also used, an online app, to record learning throughout the academic year. The timeline shows how systematic teaching of religious beliefs leads to a thematic conclusion of the year.

The Snowflake model is being used as a tool for assessment to identify a child's opinion and compare with their peers. The snowflake model is good tool to start debates between students and a reflective process to see if their opinions have changed from the start to the end of the topic. Similarly, the snowflake model is useful in organising children into groups for Socratic seminars.

<https://padlet.com/walkerj69/re-2023-2024-4lzaih7np254rt20/wish/1652551417>

Resources:

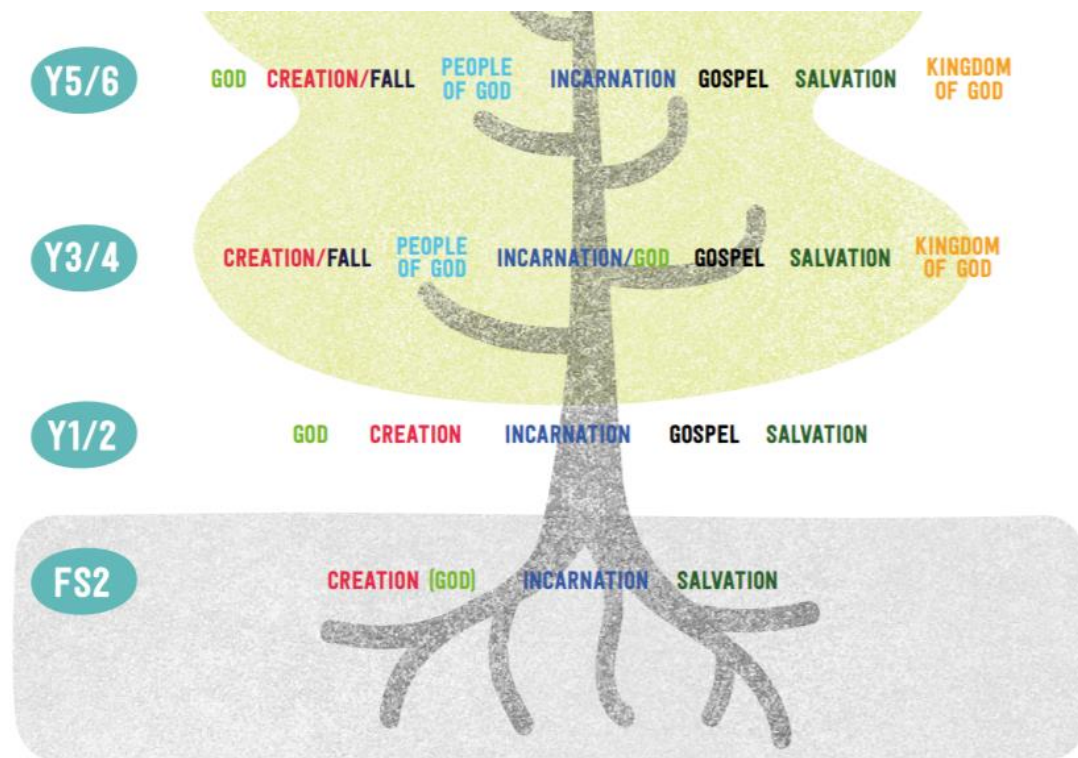
Bolton Agreed Syllabus

The Bolton Agreed Syllabus explains the value and purposes of RE for all pupils and specifics for teachers what shall be taught in each year group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their full potential in the subject.

<https://drive.google.com/drive/folders/1x86nGxqUh3WUXTQ8QWbeMDfrEEgeBCy>

Alongside the syllabus, the school has purchased the schemes of work for the non-Christians topics.

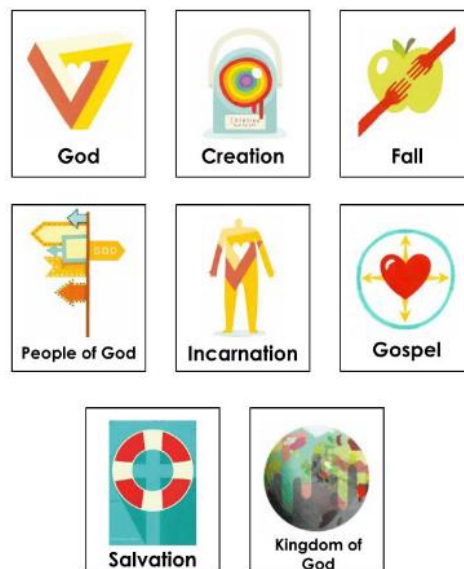
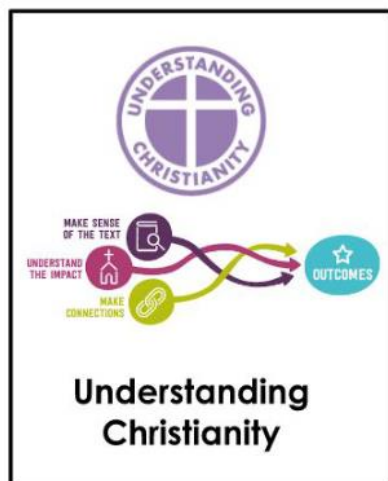
In addition to this, the school have bought the Understanding Christianity schemes of work to support the teaching and learning of the Christianity topics. This handbook and resources can also be found in the classroom of Mrs Hart (1HS).



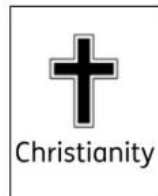
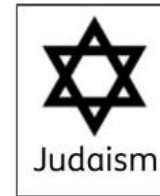
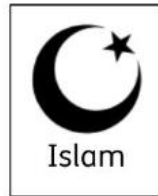
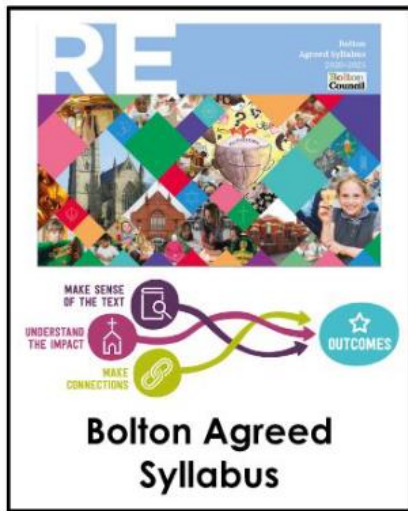
This diagram shows how the concepts are revisited, with further learning growing from the roots of the foundational knowledge in Early Years, KS1 and above



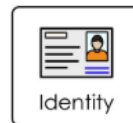
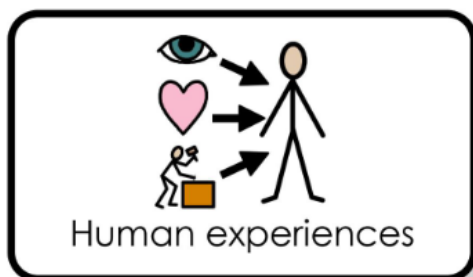
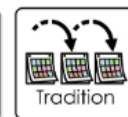
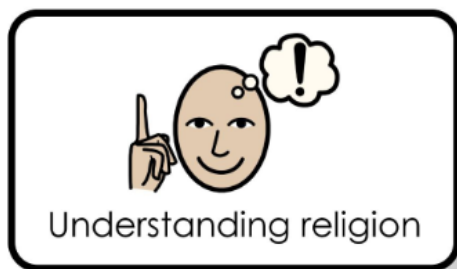
Understanding Christianity



Bolton Agreed Syllabus



Curriculum Concepts



Vocabulary Support

Vocabulary support has also been provided by the Bolton Agreed Syllabus and can be found in the RE Long Term Plan https://docs.google.com/document/d/1q-Sadf5bgN8cYOjdy4FCiHlhatfOx_gI/edit

We have some resources in our school to be able to teach our Religious Education teaching units. We keep resources for Religious Education in a central store where

there is a box of equipment for each of the key religions. There is a set of bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in Religious Education. The school library has a good supply of RE topic books to support the children's individual research.

We are also able to borrow artefacts to meet the needs of staff and students. The subject leader will update and provide additional resources when available.

Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The RE subject leader presents the head teacher with an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. She also has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

This policy/document was reviewed by:-

Signed: S Hart

Position: RE Subject Lead