

**Twiss Green**

**Community Primary School**

**Religious Education (RE) Policy**

**September 2021**

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| Date of Approval: | 10th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

**The Legal Position**

Religious Education is provided for all pupils registered at the school in accordance with the Education Act of 1988. The legal right of parents to withdraw children from Religious Education is acknowledged and is referred to in the School Prospectus. It is also acknowledged that staff have the right to withdraw from the teaching of R.E.

**Principles**

Religious Education is part of the basic curriculum, but not part of the National Curriculum. It is taught in accordance with a locally agreed syllabus (Lancashire) and also takes into account guidance issued by the Qualifications and Curriculum Authority (Q.C.A.). It shares equal status and importance with all other subjects in the curriculum and the same high standards are applied to it as to any other subject.

**Intent**

At Twiss Green Primary School, the intent of our RE curriculum is to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We believe RE will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience and other religions in the contemporary world.

In accordance with the locally agreed syllabus, Twiss Green delivers a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. Our enquiry-based approach provides our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. At Twiss Green, our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. Through engagement with the RE curriculum, all children will be exposed to higher order questions and have the opportunity to develop the following skills: - *Investigation; Empathy; Synthesis; Interpretation; Evaluation; Application; Reflection; Analysis and Expression*.

At the heart of the Lancashire syllabus, is the quest to understand what it is to ‘be human’. By learning about, and from, religion children can become more open minded, respectful and achieve greater self-awareness. The skills and attitudes developed through RE can make a significant contribution to promoting British Values. We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can ‘*respect religious and cultural differences and contribute to a cohesive and compassionate society*’ (RE Review, 2013).

**Implementation**

Our RE curriculum is designed to both fulfil the requirements of the Religious Education in English Schools Guidance (2010), and to provide experiences that engage, inspire and motivate all children at Twiss Green Primary School. Our curriculum is ambitious and the methods of implementation will enable all pupils to achieve well and work individually, in groups and as a whole class. The curriculum is taught from Reception to Year 6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. As such, 50% of the teaching is focused upon Christianity. We recognise the variety of religions and non-religious backgrounds from which our pupils come. The curriculum is not designed to convert children, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be objective, balanced and open.

In adapting the agreed syllabus, the children’s learning has been carefully considered, mapped out and sequenced through each Key Stage in order to ensure coverage of skills and clear progression. We recognise that RE teaching will need repetition and development, therefore religions are revisited throughout the years. This enables children to develop and reinforce their understanding in order to improve their knowledge and understanding. Learning is adapted to meet the needs of different pupils, for example SEND and provides additional challenges for those children who require it.

Teaching staff are responsible for overseeing the planning and delivery of weekly R.E. within their own classes (R.E. should have the minimum allocation time of 5% of curriculum time which is approximately one hour per week) which will incorporate the use of quality artefacts, visits and first-hand experiences to engage the children and stimulate their interest. Each unit begins with a focus question that the children are asked to investigate with regard to a particular religion. Planning will include evidence of both Attainment Targets 1 (Learning about Religions) and Attainment Target 2 (Learning from Religions). It will also cover the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions and the Search for Personal Meaning). Our RE Curriculum Overview maps out each unit covered during each half term. Throughout our school the religions covered are Islam, Sikhism, Judaism, Buddhism, Hinduism and Christianity.

RE teaching at Twiss Green Primary School provides children with rich, purposeful and ambitious opportunities to learn, and although it is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills to other areas of the curriculum including English, drama, art, computing and music. Floor books are used to capture children’s learning through photographs and thoughts in addition to individual work folders. Discussion is a crucial part of Religious Education and allows children to share thoughts with their peers. To support delivery of the syllabus, we encourage and promote teaching and learning through using ‘Philosophy for Children’ (P4C), also known as a 'Community of Enquiry'. This is a useful way of engaging pupils in their own learning and developing their critical and dialogical skills. Teachers at Twiss Green Primary School use varied questioning techniques to stimulate these discussions, promote enquiry, deepen learning and support assessment. Well planned, clearly structured lessons drive forward key skills and knowledge. Lessons are sequenced over time to ensure chunks of learning are connected. Teachers use clear instruction, vocabulary and good subject knowledge when teaching.

Religious Education is taught in accordance with our school’s Equalities Policy. Stereotypes are avoided. Attempts are made by teachers to ensure that examples of religious figures reflect all aspects of diversity within society. The RE subject leader has established a local NATRE group to ensure that links have been made with local schools promoting community cohesion and providing opportunities to share best practice.

Our RE curriculum makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, this is central to everything that we do as a school, and awareness of Prevent and British Values. Our inclusive teaching and learning environment demonstrate the many opportunities which we provide for our children to understand democracy, law, liberty, mutual respect and tolerance.

**Impact**

Our Religious Education curriculum has been carefully crafted and constructed to ensure that we inspire, engage and motivate our children. We aim for all our children to have secured age-related skills and knowledge before they leave Twiss Green Primary School. This equips them with the ability to successfully prepare for later life in the complex world and will be able to make informed choices throughout their lives. In addition to this we strive for our children to be knowledgeable about their own personal beliefs, ideas and values so that they can hold balanced and well -informed conversations whilst respecting the views of others.

The impact of our Religious Education curriculum can be measured and monitored in a variety of different ways including; learning walks, RE floor books, workbooks, data analysis and tracking and pupil interviews. Floor books are started in EYFS and work is collated and passed up to the next year group. The purpose of this is to provide evidence of progression from EYFS to Year 6. Children carry out an assessment task at the end of each term to demonstrate their understanding. It is the responsibility of the subject leader to triangulate this evidence to ensure consistency across the whole school. Throughout RE lessons, teachers provide ‘in-the-moment’ feedback and support. At Twiss Green Primary School, we strive to include all children of differing abilities in Religious Education and provision is made for SEND children in the school.

We endeavour to raise the profile of Religious Education in school by ensuring that we celebrate success and provide a wide range of opportunities for all of our children. RE is a subject that can be greatly enhanced in different ways. Teachers aim to provide some enrichment throughout the year through visits to places of worship or by inviting visitors into school such as the yearly visits to a gurdwara, church and synagogue and the annual Hindu workshops during Interfaith Week.

***Reviewed September 2021 L Kelly***