

Religious Education Policy

Gascoigne Primary School



article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

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 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.

Approved by:	Governing Body	Date: 30.01.2024
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1. Purpose of the policy

This policy reflects the aims and values of Gascoigne Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website <https://www.gascoigneprimaryschool.co.uk/school>

2. Subject vision

At Gascoigne Primary School, we believe that Religious Education assists in the promotion of the moral, spiritual, cultural and social development of the child preparing them for responsibilities and opportunities that they will experience in the future. Religious Education will provide the children with the skills and opportunities to make judgments about spiritual and moral issues, as well as making informed decisions regarding their own beliefs. Positive attitudes towards others are promoted.

Religious Education should be concerned with developing children's awareness of themselves and others, allowing the children to explore their own emotions and opinions. Religious Education is important for children to understand each other and to break down fear and prejudice.

In line with British Values, Gascoigne Primary School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for people of all faiths (or those of no faith), cultures and lifestyles.

Here at Gascoigne, Religious Education is broadly based, reflecting that Christianity is the main religion of the UK, but taking account of others such as; Islam, Sikhism and Hinduism, who have an importance in the local community.

We believe that the teaching of Religious Education should be non-sectarian and not confined to purely giving out information. It is an academic discipline and is at the heart of the curriculum. Religious Education does not seek to urge religious or non-religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. We believe that all children should be concerned about wider areas of morality, the difference between right and wrong and the effect that our actions have on others and Religious Education can make a positive contribution to this.

3. Aims and outcomes

By the time pupils leave the school, we intend:

- Pupils have acquired knowledge and understanding of Christianity and other principal religions represented in Great Britain, leading them to develop an awareness of how religious teachings relate to fundamental life questions

- › Pupils are able to appreciate the similarities and differences between religions and worldviews to enrich pupil's understanding of religious vocabulary
- › Pupils to develop a positive and sensitive attitude towards others, respecting their right to hold different beliefs from their own
- › Pupils to explore their own ideas, beliefs and values, thus developing an awareness of right and wrong and discover the importance of silence and reflection
- › Pupils are equipped with knowledge and understanding of a range of religions and worldviews
- › Pupils have developed an understanding of the influence of beliefs, values and traditions in individuals, communities, societies and cultures
- › Pupils to appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others
- › Pupils to study the festivals and ceremonies, traditions and rituals that mark the stages of life
- › Pupils to link basic religious concepts to practices of everyday living and to examine the roles of family life in religion
- › Pupils to help pupils with experiences of encountering change such as death, suffering, inequality and conflict
- › Pupils to enable young children to flourish as citizens in a global community

4. Teaching and learning

At Gascoigne Primary School, we encourage children to get involved in variety of learning experiences through which we aim to build the confidence and the knowledge of all our pupils. The modern world needs young people who are sufficiently confident in their own beliefs and values, so that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.

Considering the needs of Gascoigne pupils, the Religious Education curriculum is planned and sequenced to develop deep and lasting learning about different religions and worldview for our pupils.

We follow LBBDD 'agreed syllabus' to create our curriculum overview. Our curriculum overview is used strategically to create medium term plan. Teachers then use medium-term plan to prepare lessons for intended learning steps and resources available, with objectives adapted to suit the stage of development for the pupils in each class.

Lessons and topics are delivered using varied teaching and recording styles:

- › Whole-class teaching
- › Small group discussions
- › Reading from textbooks
- › Handling artefacts
- › Looking at photographs of various religious ceremony
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers
- › Virtual speaks
- › Visiting places of worship
- › Creating posters

The above list is not exhaustive and should be adapted to your context.

5. Curriculum overview

Religious Education Curriculum Map 2023-2024:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 1</u> Big Question What does it mean to belong?	What does it mean to belong to Christianity?	How do Christians celebrate Christmas?	What does it mean to belong to Hinduism?	What does it mean to belong to Islam?	What can be special about living with family and friends? All religions and worldviews	What does it mean to belong to Sikhism?
<u>Year 2</u> Big Question Can stories change people?	Where did the world come from and why should we look after it? All religions and worldviews	How is forgiveness important in people's lives?	Why did Jesus tell stories?	Why is Easter important to Christians?	Special food and fasting All religions and worldviews	Why are different books special for different people? Christianity and Islam
<u>Year 3</u> Big Question How are symbols and sayings important in religion?	How do Jews celebrate their beliefs at home and in the synagogue?	What is the significance of light?	How and why do Hindus celebrate Holi?	How did Jesus and Buddha make people stop and think?	What do Sikh sayings tell us about Sikh beliefs?	Special symbols and signs used in religions
<u>Year 4</u> Big Question What is special to me and the people in my community?	What religions and worldviews are represented in our neighbourhood?	Why is the Bible special for Christmas?	What makes me the person I am? Francis of Assisi All religions and worldviews	Why is Easter important to Christians?	What happens when someone gets married? All religions and worldviews	How and why do Hindu's worship in the home and in the Mandir?
<u>Year 5</u> Big Question How do beliefs influence actions?	What inner forces affect how we think and behave? All faiths and worldviews	How is Christmas celebrated around the world?	How do Christians try to follow Jesus's example?	Why is Muhammed and the Qur'an important to Muslims?	Thankfulness	What do religions believe about God? All faiths and worldviews
<u>Year 6</u> Big Question How important	What similarities and differences do religions and worldviews	How do people express their faith through the arts in	What do people believe about life after death?	What happened on the first Easter	What qualities are important to present day religious	How could we design a celebration that involved everyone,

are similarities and differences between and within religions?	share?	Christianity?	All religions and worldviews	Sunday?	leaders? Children compare at least 3 different religious leaders	whether religious or not?
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5.1 Early Years Foundation Stage (EYFS)

Although Religious Education as a standalone subject does not feature within the Early Years Foundation Stage curriculum, the skills, language and knowledge needed to access Religious Education in KS1 start within the Early Years Foundation Stage curriculum. These skills, knowledge and language needed to access the KS1 Religious Education curriculum are embedded within the 7 areas of learning and the 17 strands within the EYFS.

Below are the skills, language and knowledge taught in the EYFS that feed into Religious Education within KS1. These skills and language ensure that children are ready to access Religious Education within the national curriculum.

This is done through a balance of adult led learning (such as carpet sessions, adult focus activities and guided play opportunities) and child-initiated play. Through child-initiated play, children apply and build on what is taught through adult led sessions. This can be independent, within a small group or with the support of an adult.

This is done using some aspects such as,

- › Celebrating special times
- › Stories and what they tell us
- › Aspects of identity and relationships – me, my world, our world
- › Celebrating special times
- › Celebrate cultural and religious celebrations across the year – revisiting each one – to compare and contrast. Respect similarities and differences
- › Stories and what they tell us
- › Tradition religious tales – Rama and Sita / Nativity / Noah’s Ark
- › Stories that reflect diversity in our school and faith associated stories – such as ‘Proudest Blue’ / Deepali’s Diwali
- › Explore through other stories in curriculum
- › Celebrations from home – using our online app – celebrate and discuss in class
- › Aspects of identity – me, my world
- › Valuing themselves as an individual with their own opinions / listening and respecting opinions of others
- › Personal Social and Emotional Development
- › Skills/ knowledge / concepts taught:
 - Show an understanding of their own feelings and those of others
 - Express their feelings about a range of topics
 - See themselves as a valuable individual
 - Begin to understand how others might be feeling

› RE is incorporated in EYFS with following areas of learning:

- Personal Social and Emotional Development
- Communication and Language Development
- Physical Development
- Expressive Arts and Design
- Understanding of the world

5.2 Key Stage (KS) 1

We understand that pupils in KS1 learn through practical/first hand experiences. Therefore, teachers across the school plan and create opportunities for pupils to experience and visit places of worship and role-play to enable them to immerse themselves in their diverse global communities. Consequently, building on their understanding of the British Values of Mutual Respect and Tolerance. Through hands on experiences children develop their understanding of the similarities and differences between religious and non-religious worldviews, as well develop a deeper understanding and reflection of their own beliefs and practices.

5.3 Key Stage (KS) 2

Here at Gascoigne Primary School, we believe that for KS2 pupils, Religious Education is an academic discipline and it does not seek to urge religious or non-religious beliefs on children to compromise the integrity of their own beliefs.

We want them to have the skills to navigate different perspectives and find enrichment as they go along their academic journey. To assist this, we need to support them to understand the views of different belief communities, enabling them to fit in today's modern and demanding society.

This is achieved by providing first-hand experiences and information that they need to develop deeper understanding at a later stage. Our current scheme of work continues into secondary school, where they will get to discuss religious studies with a deeper meaning.

6. Cross-curricular links

Religious Education shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Oracy: development of oracy and aural skills through discussion and debates
- › Maths: analysing numerical data and understanding chronological terminology
- › ICT: use of the internet for research
- › Geography: reading maps and a greater awareness of global and local changes with regards to main religion
- › PSHE: encourages empathy towards other cultures and religions, and reflection on moral issues
- › Drama and fine arts: through role-play
- › History: research, evaluate and review religions and religious beliefs and traditions across a range of historical period
- › Art and D & T: Making posters, collage and creating sculptures
- › P.E.: understanding how various religious beliefs affects the way we look after and care for our own physical health/body. For example, fasting or lent etc.

The above list is not exhaustive and should be adapted to suit your specific context.

7. Assessment and recording

7.1 Assessment

Gascoigne Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. We use children's existing knowledge to hook new knowledge to avoid cognitive overload and to use pupil's working memory at its best.

Assessment in Religious Education is ongoing. Pupils will receive feedback and support during the lesson. Assessment and feedback during Religious Education lessons, provide opportunity for pupils to assess their own performance using talk, observation of peers and teacher modelling. They are to be given live feedback to recognise ways of improving skills and knowledge.

Teachers follow assessment and feedback policy to provide feedback to pupils, both written and verbal feedback.

Formative assessment

Formative Religious Education assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

We are currently reviewing our summative assessment for all foundation subjects.

Marking

Pupils receive regular feedback. Teachers follow school's assessment and marking policy.

7.2 Recording

Just like teaching, style of recording also varies depending on the topic in Religious Education. In Religious Education, pupils will record their learning in the following ways:

- › Reception-Individual Learning Journey
- › Using recorded learning books
- › Role-play
- › Class discussions
- › Group discussions
- › Debate
- › Creating poster or collage
- › Creating a Venn diagram, table or a tally chart
- › Answering quizzes
- › Performances and assemblies

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

At Gascoigne Primary School, LBBB's agreed syllabus is our main focal point when it comes to resources.

8.1 Textbooks and other equipment

Each year, the pupils will follow the schools agreed Religious Education schemes of work. Our curriculum overview is used to create a medium-term plan, which indicates the key question and topic that pupils will be involved in or learn about during that half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability. Teaching resources are available to all teachers and members of staff to prepare engaging activities during Religious Education lessons.

In addition to this, we have a good range of resources to support the teaching and learning of Religious Education across the school, which teachers can easily access. These include collections of artefacts for each of the major world religions, collections of teacher and pupils' books on these religions, posters and videos. Most of these resources are kept in the phase 2 hall. There are also books which are located in the school library.

8.2 Other resources

Each topic has a knowledge organiser, which has key question, key vocabulary-explained with definition and pictures where appropriate, links to further learning, key learning points specified and symbols/image and or artefacts where required.

Teachers also use pre and post learning knowledge organiser at the beginning and at the end of each topic. Teachers use pre-learning grid as a tool to use pupils' current knowledge to hook new knowledge on it. This helps us to avoid cognitive overload and utilize pupils' working memory to the best of its ability. Teachers use post-learning grid for better retention of the knowledge.

8.2 External speakers, local museums, trips

To enhance our curriculum, we organise school trips where possible. We also invite speakers and virtual speakers to further engage our young and enthusiastic learners with the subject and concepts. The involvement of outside agencies (e.g., priests, ministers, Rabbis, religious leaders etc.) is a valuable addition to the expertise of the school's teaching staff. Where visitors are used, the teachers ensure that the participant (s) is properly briefed, and will carefully integrate their contribution into the religious education programme through monitoring and evaluation.

Whilst studying Religious Education children will have the opportunity to visit different places of worship and meet people from different religions and worldviews.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school

- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governors responsible at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Amend lesson plans for pupils, based on their knowledge of pupils' ability
- › Set suitable challenges, making sure high expectations are set for all pupils including more able pupils, pupils with low prior attainment, pupils with special educational needs and pupils with English as an additional language (EAL)
- › Differentiate the outcome according to the ability of individual pupil
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD
- › Report to subject leader or a member of SLT if any child is withdrawn from RE lessons or any specific activities related to Religious Education, such as field trips, nativity or choir

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning and engage with their children's learning
- › Even though it is a right of a parent to withdraw their children from Religious Education assemblies, parents must write a letter to notify this to the school. If we do not have this in writing, children will be encouraged to join in following our ethos of including all children
- › Should any parent want to withdraw their children from collective worship, Religious Education, assembly or any visit to the places of worship, they must give this in writing to school prior to the event
- › The school will instruct parents to book an appointment with the Headteacher, subject leader and or a member or senior leadership team to discuss the matter with them.

10. Inclusion

Gascoigne Primary School is a larger than averaged sized school in Barking. Gascoigne's highly inclusive reputation attracts pupils with a wide-range of complex needs.

We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging. Therefore, opportunities are provided to explore Religious Education and develop their sense of identity and relationships to all pupils, including SEND pupils. They explore stories that reflects diversity in our school and artefacts from various religions.

They also take part in celebrating cultural and religious celebrations across the year. Teachers make reasonable amount of adaptation where possible to ensure that the barriers are lifted to encourage pupil participation and achievements.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Assessment & Feedback policy
- › SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors in the academic year 2025-2026 unless further necessary changes are required.

13. Appendices:

13.1 Collective worship:

At Gascoigne Primary School, we have protected time on the timetable for collective worship. It is statutory to for every teacher to encourage children to join in the collective worship. The script for collective worship is tailored according to the age and developmental stage of pupils. Teacher will neither promote or undermine any particular religious, spiritual or worldview, create and promote an environment where children feel free and safe to engage in collective worship.

13.2 National curriculum suggests that

- Schools are required to teach Religious Education, but it isn't part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about Religious Education, these are non-statutory
- At Gascoigne, we follow Barking and Dagenham's agreed syllabus for Religious Education
- How is 'agreed syllabus' agreed?
 - The text of an agreed syllabus is 'agreed' by an 'agreed syllabus conference' which includes representatives of the various educational, religious and political groupings found in its local authority

13.3 Removal of the jewellery with religious importance

At Gascoigne Primary School, pupils are encouraged to remove all jewellery during their PE lesson. If pupils come to school with any particular jewellery with religious importance such as, 'kada'(bracelet), parents should discuss this with the class teacher, PE lead, Religious Education lead or a member of senior leadership team. Following the discussion, the school would expect them to give us in writing about the new and agreed arrangement.