



## Thornhill Primary School Religious Education Policy 2018

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### Introduction

This policy outlines the teaching, organisation and management of the R.E curriculum taught at Thornhill Primary School. Geography and History are essential parts of the National Curriculum. They provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

### Aims

Our R.E curriculum here at Thornhill aims to:

- Enable children to investigate and reflect on some of the most fundamental questions asked by people about religions and the world around us.
- To develop children's knowledge and understanding of major faiths and address fundamental questions.
- For children to reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.
- To support the children in learning about religions as well as from religions.

We also wish to provide children with:

- foster the development of positive attitudes in order to encourage pupils to see themselves as,
- an equal, valued and valid part of the school and the community opportunities to work together as a whole school community
- an ability to know and understand the beliefs of others and respect their right to believe and to understand
- how religious beliefs and practices affect people's lives support pupils' spiritual, moral, social and cultural development
- To examine the questions relating to human existence and purpose;
- To become responsible for one's own behaviour and to develop a willingness to act according to
- moral rules and to regulate behaviour for the good of another individual or the group

- To develop a willingness to see that others have a right to a point of view.
- Promote a positive attitude towards learning
- A willing to learn and aspire to be the best
- Able to give, receive and value feedback
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

The early year's provision in school may also wish to refer to this specifically – for example, to:

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

### **Teaching R.E**

To study the festivals and ceremonies, traditions and rituals that mark the stages of life;

To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion;

To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary;

To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment;

To study the beliefs, instructions and organisations of particular faiths;

To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that caring should come before personal interests;

To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth;

To help children with experiences of encountering change such as death, suffering, inequality and conflict;

To examine ideas of right and wrong and to discover the importance of silence and reflection;

To distinguish between religious and other forms of understanding, for example, scientific, historical;

To reflect on their own experiences and to develop a sense of religious understanding;

To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others;

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.

### **Organisation and planning**

RE is a part of the whole school curriculum, linking into the creative curriculum. The PlanBee RE scheme is used to inform the key questions/concepts covered each term during each Key Stage and by each year group.

At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). The scheme highlights opportunities to learn outside the classroom as well as creatively through the arts.

Please refer to our EYFS policy for information on how our early year's curriculum is delivered.

Here at Thornhill RE can be taught through:

- Role play and drama;
- Story telling;
- Discussion and debate;
- Topic work;
- Reflection;
- Use of visitors;
- Use of local community;
- Tapes, films and videos.

See our EYFS policy for information on how our early year's curriculum is delivered.

We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Sometimes grouping children by ability in the room (depending on the task), and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

### **Key Stage 1 Unit Overview**

<b>Year 1</b>	<b><u>Autumn 1</u></b> Cultural Differences	<b><u>Autumn 2</u></b> Harvest Special books	<b><u>Spring</u></b> What do Hindus Celebrate?	<b><u>Summer</u></b> Our Wonderful World
<b>Year 2</b>	<b><u>Autumn</u></b> Christmas Celebrations		<b><u>Spring 1</u></b> What do Muslims celebrate?	<b><u>Summer</u></b> Who was Buddha?

### **Lower Key Stage 2 Unit Overview**

<b><u>Year 3</u></b>	<b><u>Autumn</u></b> Jewish Celebrations		<b><u>Spring</u></b> Why is Easter important to Christians?	<b><u>Summer</u></b> Belonging and identity
<b><u>Year 4</u></b>	Belonging and Identity	Christmas	Why is Easter important to Christians?	Islamic Rites of Passage

### **Upper Key Stage 2 Unit Overview**

<b><u>Year 5</u></b>	Buddhism	Hinduism	Belief in our community
<b><u>Year 6</u></b>	Buddhism	Buddhism	Belief in our community

### **Monitoring and Assessment**

Children demonstrate their ability in religious education in a variety of different ways.

Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may complete an extended piece of writing. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide their progress. Children are also encouraged to make judgements about how they can improve their own work.

The RE subject leader keeps samples of children's work in the R.E subject file. These demonstrate coverage and quality.

Monitoring is carried out through the end of unit assessment trackers to be completed by each year group teacher.

Subject Leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Book Scrutiny's
- Monitoring long term and medium term plans.
- Learning Walks
- Looking at work displayed around school
- Assessing progress on Assessment grids completed at the end of each unit.
- Pupil Questionnaires and discussions.

### **Resources**

There is a variety of resources available for this subject area to support the teaching and learning of R.E. There are organised topic boxes which include a bank of

photographs, books, artefacts, posters, activity ideas, role play resources and more. Resources are monitored and updated during the summer term ready for the new academic year.

### **Cross-curricular links**

Religion as a subject is enriched by many aspects of human experience. For example there are obvious links between, religion and the arts and culture, religion and ethics, religion and history, religion and science.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment and plan well differentiated and challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Children with Special Educational Needs (SEND)**

There are some occasions when children will need support to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs coordinator (SENCO), teachers and teaching assistants, these children are planned for and support either on a one-to-one basis or in a small group.

### **More-able and Talented Children**

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our celebration assembly.

### **The Role of the Subject Leader**

‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils’.

According to Ofsted, an effective subject leader needs:

- Accurate knowledge of the school’s and pupils’ strengths and weaknesses
- To be knowledgeable in their subject and have authority and influence
- Clear expectations for raising and maintaining standards

- A range of monitoring and evaluating procedures to improve teaching and learning
- Well established systems for collecting, analysing and using assessment data
- To develop a shared vision and collaboration between staff