

# FERNDALE PRIMARY AND NURSERY SCHOOL



## Religious Education (RE) Policy

**Ratified by Governing Body:**  
**Reviewed Date:** September 2023  
**Next Review Date:** September 2024

## INTENT:

Religious Education has never been as important as it is today! Ofsted describe RE as "intellectually challenging and personally enriching...An opportunity to see the religions and non-religions of the world and to make sense of their own place in that world. The Swindon Agreed Syllabus (2022-2027) notes that *'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldwide views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'*

At Ferndale, our RE vision is that; alongside a knowledge rich learning environment, we will support **all** pupils to feel **safe** and **secure** and empower them to develop and express their own views and beliefs.

It is our **intent** for pupils to:

- Acquire and develop knowledge and understanding of a range of religions and worldviews including Christianity and other principle religions in Great Britain
- Develop a positive attitude towards other people regardless of their gender, race or religion
- Respect the rights of people to hold beliefs which are different from their own
- Understand the significance and impact of religions
- Develop a sense of wonder
- Explore and celebrate their own and other people's beliefs
- Reflect on their own ideas, beliefs and values in the light of belief of others both religious and non-religious
- Explore some questions of meaning

## IMPLEMENTATION:

Long term planning follows the Swindon agreed syllabus for RE. Teachers map out the relevant year group units on medium term plans (curriculum maps) three times a year. Teachers follow an enquiry-based approach to teaching RE. Each unit focus on developing one of the core strands: believing, living and expressing and these themes are revisited as pupils move through the school. Each unit of work is used as a basis for planning a sequence of lessons and teachers identify clear learning intentions, learning outcomes and key vocabulary.

## **Foundation Stage (FS2)**

In the Foundation Stage, children will learn about Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Religious Education will also form parts of Personal, Social and Emotional Development and Knowledge and Understanding of the World.

## **Key Stage 1 and Key Stage 2**

At Key Stage 1, children will learn about and from the beliefs and traditions of Christians and Jewish or Muslim people. At Key Stage 2, children will continue with learning about and from the beliefs and traditions of Christians, Muslims and Jewish people. They will also explore the beliefs and traditions of Hindus, and Humanists.

Teachers will follow the New Agreed Syllabus (2022-2027) which promotes depth of study and supports pupils to develop an understanding of worldviews. Pupils will learn 'substantive' knowledge about various religious and non-religious traditions as well as learn 'how to know' about religion and non-religion. Pupils will develop 'personal knowledge', where they build an awareness of their own presuppositions and values about what they study.

At Ferndale Primary school, RE will mainly be taught weekly but occasionally may be taught in a block. RE will be taught discretely although cross-curricular links will be made where appropriate. Pupils will be supported to build knowledge and revisit key vocabulary each week.

Lessons planned will use a variety of teaching methods that develop critical thinking such as unpicking a text, sequencing a story, expressing understanding through art or drama. Written work will be recorded in individual learning journals. Opportunities will be given in lessons for stillness and reflection.

### **Adaptations**

Pupils will be given a range of activities suitable to their age and abilities. For pupils with SEND or EAL, activities will be adapted or pupils will be given extra support. Tasks will be set which appropriately challenge all pupils including more able and more able pupils will be given activities that extend their skills.

Where possible, pupils will have first-hand experiences such as a visit to a local place of worship or a visit from members of a local faith community.

The RE curriculum lead will provides support and training as required to ensure teachers have the appropriate subject knowledge.

## **IMPACT:**

Assessment for learning (formative assessment) will take place every lesson to check each child's understanding and provide the teacher with information which will be used to inform future lessons.

For each unit, a class assessment grid will be used to record each child's performance (summative assessment). Pupils will be given a 'rag' rating (red, amber, green) linked to their attainment as judged by the teacher. Teachers will review this termly and adapt planning and teaching based on these assessments.

## **RESOURCES:**

There is a central stock of resources located in the cupboard in the play therapy room. These resources include artefacts, DVDs, photo packs and books. In addition, the internet provides a valuable source of information and relevant links can be found in the RE curriculum folder on the V drive along with other useful documents.

## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL LINKS:**

At Ferndale Primary, RE contributes to pupils' SMSC development through:

- Showing respect for differing opinions and beliefs
- Raising awareness of the ways that religion can affect society and the environment
- Encouraging pupils to reflect on the wonders of the natural world
- Supporting pupils to work together in practical activities
- Encouraging pupils to consider moral dilemmas
- Raising awareness of many different cultures

## **THE RIGHT OF WITHDRAWAL FROM RE**

At Ferndale Primary School, we wish to be an inclusive community. We recognise that parents have the legal right to withdraw their child/children from RE on the grounds of conscience. However, we would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of RE at our school.

## **MONITORING AND EVALUATING:**

This will include:

- Review of teachers' planning by RE curriculum lead.
- Observations of RE lessons carried out by RE curriculum lead.
- Scrutiny of RE work carried out by RE curriculum lead
- Pupil voice carried out by RE curriculum lead.
- Monitoring class assessment grid used to record each child's performance
- Staff meeting discussions to ensure consistency of approach, standards and expectations led by RE curriculum lead.

## **POLICY REVIEW DATE:**

September 2024