



'Let your light shine' Matthew 5:16

## Dewhurst St Mary Primary C of E School RE Policy

Agreed by the Governing Body	Date: January 2021
Review Date	Date: January 2023
Review Schedule	Annual
Person(s) Responsible	Head teacher/ RE Subject Leader/Link Governor

### BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

Religious Education (RE) is not a National Curriculum subject but must be provided for all registered pupils in state-funded schools in England unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum.

As RE is not nationally determined, a locally agreed syllabus of RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is the Hertfordshire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE.

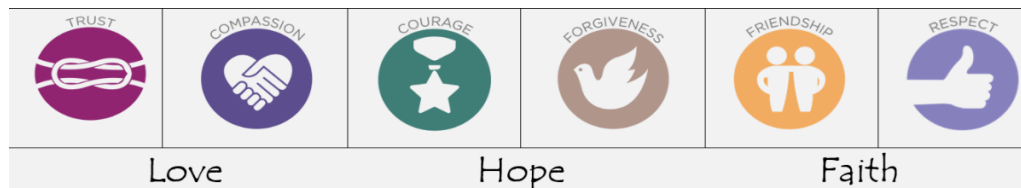
Some families who send their children to this school are from practising Christian families, there are children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to all faith groups, fostering respect for others.

### **RE Curriculum Intent**

We believe that high quality RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in our Christian vision: **'Let your light shine' Matthew 5:16**

These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and make a difference.



RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Our curriculum intent was developed in line with A Statement of Entitlement produced by The Church of England (D. Holloway Feb 2019). Our intent echoes the views held here that 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10.10)'

At Dewhurst St Mary, we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints. We encourage children to question and to wonder. To explore their own religious, spiritual and philosophical ways of living. We refer to this as providing a balanced curriculum which is like a three legged stool; living, believing and thinking. Key principles of a balanced curriculum in RE by Jane Chipperton, Gillian Georgiou, Olivia Seymour and Kathryn Wright March 2018

Our curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.

Sources of Wisdom and their Impact	Personal and Critical Responses
<p>All pupils should:</p> <ul style="list-style-type: none"> <li>• know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning</li> <li>• express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities</li> <li>• recognise and explore the diversity which exists within and between religious traditions</li> </ul>	<p>All pupils should:</p> <ul style="list-style-type: none"> <li>• express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues</li> <li>• engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion</li> </ul>

## RE Curriculum Implementation

From Reception classes to Year 6 pupils must:

- follow a coherent and systematic study of the principal religion of Christianity across each key stage
- be introduced to the other five principal religions represented in Great Britain by the end of key stage 2

There are eight key areas which aim to enable pupils to develop knowledge and understanding of **sources of wisdom and their impact** whilst **exploring personal and critical responses**. Developing religious and theological literacy through religions and worldviews - permeates all areas of our implementation. The following eight key areas of RE are be taught over each age phase:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

The Programmes of Study (pages 9-16) of the **Herts Agreed Syllabus 2017-2022** have been organised into the Dewhurst St Mary Long Term Plan for RE with greater detail and support for teachers and teaching assistants explained in Dewhurst St Mary Medium Term Plans for Year R-6 each term. Each of the eight areas is highlighted in the planning as well as suggested questions and areas to develop learning which have been drawn from **Religion for Today and Tomorrow** by Hertfordshire County Council 2017. **Understanding Christianity** resources have been incorporated to continue to support the delivery of our school Christian education and ethos. Teachers develop short-term plans which reflect the needs of their learners and are in line with assessment of the pupil progress.

## Eight Areas of Learning Coverage Map

(colours indicate term taught- Autumn, Spring, Summer)

	Yr. R	Yr. 1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
Beliefs and Practices	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Sources of Wisdom	Autumn	Spring	Spring	Spring	Spring	Spring	Spring
Symbols and Actions	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Prayer, Worship and Reflection	Spring	Spring	Spring	Spring	Spring	Spring	Spring
Identity and Belonging	Spring	Spring	Spring	Spring	Spring	Spring	Spring
Ultimate Questions	Spring	Spring	Spring	Spring	Spring	Spring	Spring
Human Responsibility and Values	Spring	Spring	Spring	Spring	Spring	Spring	Spring
Justice and Fairness	Spring	Autumn	Spring	Spring	Spring	Spring	Spring

## Curriculum Map showing religions and faiths studied at DSM

Reception	Christianity	Buddhism	Hinduism	Sikhism	
Year 1	Christianity	Judaism	Islam		
Year 2	Christianity	Hinduism	Islam	Values Education	Judaism
Year 3	Christianity	Islam	Values Education		
Year 4	Christianity	Hinduism	Values Education	Sikhism	
Year 5	Christianity	Judaism	Values Education		
Year 6	Christianity	Values Education	Buddhism		

Our school values and spiritual capacities are woven into our teaching and learning across our curriculum. Examples of the values and capacities are suggested in Long and Medium Term planning however these are not objectives to be met or standards to reach. They are suggestions, the pupils may experience different values are developed or alternative spiritual capacities are embraced.



The teaching of RE will involve some direct teaching or teacher modelling and whole class, group, paired or individual activities. Children learn through a range of strategies, such as: enquiry-based learning, exploration, discussion, asking and answering questions, artefacts, visits and visitors. Pupils are actively engaged in learning and enjoy storytelling, role play and drama activities which help all pupils to develop their understanding. Moments of reflection and silence are used to allow pupils to respond to and evaluate their own perspectives.

Pupils and staff use various ways of recording learning. Language prompts, symbols, images and questions are displayed on working walls and photographs are used to capture moments of learning. Children write at length or demonstrate their knowledge and understanding through short annotated video clips ICT. (E.G Adobe Spark or SeeSaw). We encourage our children to talk about their learning at home and at school with learning shared with families on our Dojo platform or on a sharing assembly. Pupils share their own experiences of religious or spiritual experiences they may have outside the classroom.

Teachers model and actively encourage use of the key vocabulary relating to RE so that all children can express their understanding, views and opinions confidently.

## EYFS

RE delivered flexibly according to the statutory requirements of the EYFS. Children will encounter Christianity, world religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this. RE is a compulsory part of the basic curriculum for all Reception pupils (ages 4-5).

Implementation in EYFS involves direct experiences-engaging with artefacts or visiting places of worship. They listen to and talk about stories. Pupils are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and react on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. We value, respect and draw on the wealth of religious or spiritual experiences that families may bring with them.

Pupils in EYFS also use form of Godly play (Jack in the Box) in Collective Worship. There are strong opportunities for links between their curriculum learning, exploring vision and values and learning through this collective worship. It creates a safe space where pupils can explore their ideas more deeply and make meanings for themselves. It allows them to 'think big'. This also provides a time for stillness and reflection to become a familiar part of learning about themselves.

### **SEND Provision-Reasonable adjustments in Religious Education:**

We recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Religious Education curriculum. Within the curriculum area of RE, SEND children will be provided with reasonable adjustments through their tasks and the level of challenge provided. Advice can be sought from the school's SENco or the Curriculum Lead. Where appropriate, this may involve drawing on aspects of the 'five keys' RE planning model for SEND devised by Anne Krisman and supported by the Herts Agreed Syllabus.

### **Right of Withdrawal**

All parents have the right to withdraw their children from receiving RE. No teacher can be required to teach RE if s/he does not wish to do so (DfES Circular 1/94 para 44-49). This was first granted when Religious Education was Religious Instruction and carried with it connotations of induction into the Christian faith. RE is very different today and is open to the exploration of a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own Religious Education. This is the parents' responsibility. We follow good practice by taking time to talk to our families to ensure that they understand the aims and value of the RE curriculum before honouring this right. Any parent who wishes to withdraw their child is expected to consult the headteacher.

## **CROSS CURRICULAR APPROACHES**

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality as well as exploring our own school vision and values.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

## **IMPACT**

### **Religious Education at Dewhurst St Mary develops pupils:**

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths
- understanding of the influence of faith and belief on individuals, societies, communities and cultures
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

### **Religious Education at Dewhurst St Mary encourages pupils to...**

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues

- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

#### **Religious Education at Dewhurst St Mary enhances pupils**

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

#### **Religious Education at Dewhurst St Mary offers**

- opportunities for personal reflection and spiritual development

Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.

### **ASSESSMENT, RECORDING AND REPORTING**

The Hertfordshire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes (wheels for assessment) and in line with other areas of the curriculum. At Dewhurst St Mary, we record pupil progress using Progression in Assessment in RE. Teachers assess and record pupils progress using the expected learning outcomes, as outlined in the assessment wheels at the end of each term or teaching unit as appropriate. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment. As a staff we have undertaken moderation exercises to ensure that we are familiar with the requirements and what they mean in the context of a pupil's work.

School reports are sent home once a year and the RE report is written with reference to the records made (Progression in Assessment in RE) or pieces of work retained.

## TIME ALLOCATION FOR RE

In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:

At EYFS RE is delivered flexibly according to the statutory requirements of the EYFS

At Key Stage 1 pupils spend **at least** 60 hours over 2 years (approximately 10 hours per term)

At Key Stage 2 pupils spend 156 hours over 4 years (approximately 13 hours per term).

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

## Subject Leadership In RE

Intent	Implementation	Impact
<ul style="list-style-type: none"><li>• Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements and is in line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:</li><li>• Ensuring that colleagues are aware of expectations;</li><li>• Action planning for future development;</li><li>• Ensuring that appropriate resources are in place to deliver a rich, ambitious and challenging curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning;</li><li>• Leading professional development, providing guidance and support to colleagues;</li><li>• Oversee assessment</li><li>• Making best use of financial and human resources to impact on standards;</li><li>• Promoting the subject and championing the subject with colleagues and pupils.</li></ul>	<ul style="list-style-type: none"><li>• Monitoring the effectiveness of teaching and the impact on learning and standards;</li><li>• Evaluating and summarising all aspects of the subject to define next steps for improvement</li></ul>



## COVID 19 blended Learning Provision

Teachers deliver a recorded lesson input via Dojo each week from Reception - Year 6. The lesson follows the teaching and learning which would have occurred in class that term. This enables pupils to continue the thread of their learning in RE without significant interruption. Teachers respond to pupil learning using the pupil's School at Home workbook ( when returned to school), via work (photographs) and responses submitted on Dojo portfolios or TEAMS. Teachers and TAs are able to respond to pupil and parent/carers question through Dojo. The expectation is that work is completed to a high standard. Class teachers forward any concerns about pupil participation and impact on learning directly to the SLT and through monitoring of completed work (School at Home Register) which is update every Friday during a period of class or school closure.

Subject leaders will take part in monitoring the effectiveness of teaching and learning through blended learning methods during the global pandemic, with support from the Assistant Head /Curriculum.

## ADDITIONAL NOTES

1. Schools Standards and Framework Act 1998, Schedule 19: Education Act 2002, Section 80. See also section 78 of the 2002 Education Act, which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
2. The locally agreed syllabus is statutory for maintained schools without a religious character and Voluntary Controlled schools. Voluntary Aided schools are not obliged to use the locally agreed syllabus. They must, however teach RE in accordance with their trust deed. Faith and non-faith academies and free schools may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.
3. The principal religious traditions taught are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism and Atheism are worldviews which are appropriate to include as part of the RE curriculum. Where we have pupils who are members of other world faiths (e.g. Baha'i or Jain) then in line with our inclusion policy and valuing of the individual, we include aspects of that religion in RE.
4. 'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences. 'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. These big concepts are explored through the non- statutory additional guidance document.
5. Sources of wisdom include: sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people.

