



The Redway School
Believe • Blossom • Become

RELIGIOUS EDUCATION POLICY

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RELIGIOUS EDUCATION POLICY

Contents

1. INTRODUCTION & RATIONALE	3
2. AIMS	3
3. CONTENT AND DELIVERY	4
4. ROLES AND RESPONSIBILITIES.....	8
5. MONITORING ARRANGEMENTS	9
6. LINKS WITH OTHER POLICIES	9

1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of Religious Education at The Redway School.

The Redway school follows its requirements to teach a broad and balanced curriculum which includes RE, and as we are a special school we have a statutory duty to deliver a Religious Education curriculum only 'as far as is practicable'. We believe that RE makes a unique and positive contribution to the moral, social and cultural development of the pupils and strongly supports wider community cohesion.

All pupils in our school are therefore entitled to all that a rich and varied Religious Education curriculum has to offer. It is included in the curriculum as a separate subject and is cross curricular throughout the subjects of the National Curriculum. We aspire to teaching major world faiths in Religious Education with an accurate and fair representation of beliefs, values and practices.

It is compulsory for maintained schools to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18.

2. Rationale

At The Redway School we value Religious Education as an integral part of a wide and varied curriculum. RE provides opportunities for children to learn through experience, to explore the world first-hand using all their senses and to gain knowledge and understanding of the world in which they live. RE can enable students to communicate emotions, feelings and opinions and to progress through powerful experiences offering connections to the outside world. It provides all children, regardless of ability, the opportunity to explore and experience aspects of world faith and culture while valuing and celebrating all individuals' personal faith and cultural heritage. RE can help children reflect on issues in their own lives and can be especially appropriate to support with struggle, bereavement or difficult experiences: the sound of a bell, the smell of incense, the taste of honey can all offer peace, calm and reflection.

3. Aims

The aims of Religious Education are consistent with our school philosophy and take account of LA Curriculum Policy, QCA guidelines for planning, teaching and assessing the curriculum for pupils with learning difficulties and curriculum guidance for the Foundation stage.

Religious Education should enable pupils to:

- Provide a learning environment which will be stimulating for all pupils and will ensure achievement, challenge and progress.
- Acquire a knowledge and develop understanding of Christianity and other principle religions represented in the UK
- Develop understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures
- Develop the ability to reason and make decisions and judgements about religious and moral issues, with reference to the teachings of the other principle religions represented in the UK

- Reflect on personal experiences in the light of their study of religion and develop confidence in their own identity, beliefs and values
- Develop positive, tolerant and encouraging attitudes towards other people who hold different views and beliefs
- Develop a sense of belonging and responsibility as a member of a diverse community, locally, nationally and globally
- Experience some joy, peacefulness, reflection and fascination

4. Content and Delivery

Religious Education is taught within small groups and each KS1-5 teacher is responsible for planning and delivering the subject through consulting The Redway School programme of study for RE. RE can be taught as part of special weeks where children may be grouped differently to usual: e.g. during festival celebrations and assembly.

Religious Education is statutory for all pupils but does not extend to nursery classes. RE in EYFS may however form a valuable part of the educational experience by offering encounters with special people, stories, songs, objects all stimulating imagination, curiosity and wonder at the world in which they live.

The Milton Keynes Agreed Syllabus for Religious Education states that Religious Education can contribute to the achievement of goals in each of the following key areas identified on the Foundation Stage Curriculum; The Early Years Foundation Stage Curriculum states 'Providers must also support children in specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Communication and Language; Personal Social and Emotional Development, Understanding the World; Expressive arts and design; Literacy; Mathematics

What we teach:

Key stages 1 and 2 (areas are covered and delivered through special activities as well as discretely) ie:

Seasonal Festivals from all major faith groups, including Easter, Christmas, Diwali, Eid, Passover. This is taught throughout the year over both key stages.

Visits to local places of worship

Focus on relationships in class. Sharing and turn taking. To introduce pupils to the idea that they belong to a number of groups. Take part in turn taking games, whole school activities, team games and games with simple rules. Explore and compile family and school photo albums.

Special journeys at school, visits to the local orchard, trips out, recording and remembering. To introduce special journeys through pupils' own experiences. Use objects of reference relating to personal journeys .

Making personalised photo books and memory boxes. Looking at who our families are and where we live, what we like to do at school

To understand the enjoyment of sharing a book or story and to know that some stories are special to certain people. Take part in sensory stories and create personal stories using photos and symbols. To introduce simple stories from world faiths and explore through drama music and art

Taking part in sharing and turn taking activities, sensory activities to promote body awareness and activities in friendship groups.

To help pupils appreciate that people, places and things may have special significance. An exploration of personal special items, a variety of school environments and an introduction to objects of reference relating to special places in school and at home.

To enable pupils to experience feelings of awe and wonder in response to the world around them. Opportunities to encounter the natural world and experience seasonal changes. Sensory stories, art and craft activities. To have time to respond to colour pattern, smells and atmosphere

To explore special occasions and the feelings associated with them. To be part of special events at school, including assembly, festivals, and birthday celebrations. To impart an understanding of the purpose and practice of celebration. Take part in school special occasions and celebrate birthdays and achievements. Explore sensory aspects of festivals and the reasons behind the celebration. Meditation, clothes and uniform

Christianity, Islam, Judaism, Buddhism and Hindu Focus

Weddings, Growing up and Moving (including New Beginnings)

Key Stage 3

An exploration of world faith through festivals. May Day celebrations. Focus on festival stories through drama. Spring festivals. Light and dark.

To help develop an understanding of the significant features of faith in the local community. Exploring artefacts, food, and music related to one faith at a time. Visit places of worship; meet members of the local faith communities. Participate in related creative activity. Focus on the local church

To consider and explore the importance of personal relationships at home and at school. Make photo albums of family and friends. Explore friendship through group activities. Discuss families and friends on television. Strategies for strong friendships (tolerance, sharing, being assertive but considerate)

Study faiths individually using artefacts, videos, special books, and clothing. Opportunities for a personal response through discussion, music, drama and art activities. NB. Activities are exploration not participation when looking at worship.

An individual module including an exploration of special journeys, a personal pilgrimage, followed by an introduction to Hajj and its significance to Muslims.

Shared social occasions, such as shared meals (i.e. at Chinese New Year)

To promote an understanding of key events in life. Make books or photo diaries charting personal key events to demonstrate the passing of time. Create scrapbooks of special occasions. Meet people at all stages of life. Investigate rites of passage in the major world faiths. Discuss sensitive issues such as death at appropriate times. Weddings in different cultures.

To promote a sense of responsibility towards living things and the environment. Take part in visits to local beauty spots and to places of environmental significance (the recycling plant or recycling centre, for example). Explore creation stories. Explore live plants and materials, which were once live (fur, cut dried flowers, shells.)

Key Stage 4 and Post 16

Students in key stage four and the Post 16 department follow Asdan and the AQA accreditation. Students are encouraged to give a personal response and to develop spiritually, at whatever stage of learning they may be.

QCA guidelines and the Milton Keynes Local Agreed Syllabus state that there are two main attainment targets within Religious Education. They are Learning about Religion, and Learning from Religion.

Resources

We have an extensive resource base containing valuable resources for global religious celebrations such as sensory stories and artefacts which have religious value and meaning. These are available for classes to borrow, and teachers will be made aware of the lunar calendar with important festival dates. The RE Subject coordinator will offer activities to celebrate global religious festivals for classes to access through the year.

Resources are managed by the curriculum coordinator and staff are required to treat artefacts with care and respect and to encourage pupils to do the same. The religious significance of artefacts can be demonstrated very effectively to pupils through the way that staff handle them. Collections of artefacts are regularly put together for general use related to topics or specific festivals. A list of resources is available in the curriculum coordinator's file. Staff requiring specific resources for topics are requested to consult the coordinator, who may be able to source them from outside the school.

Planning

Planning is based on having a thorough understanding of the pupils needs gained through effective assessment and tracking combined with a high expectation and an ambition for all children to achieve.

Curriculum planning in RE involves several timeframes: long-term (programmes of study), medium-term (medium term plans) and short-term (activity plans). Our Programmes of Study give a detailed outline of what is to be taught and supports teachers in sequencing learning.

Our medium-term plans, which are adopted from the programmes of study, give details of the main teaching objectives for each term and details of what is to be taught. They detail how learning is progressed and sequences from the previous teaching, through to the next

planned step. These medium-term plans are submitted to the senior management and governing curriculum panel for approval at the beginning of each term.

Class teachers complete lesson plans for the teaching of RE. These give specific learning objectives for each lesson and details of how the lesson will be taught, how support staff will be utilised and how adaptation and personalisation will take place within the lesson in order to support pupils' EHCP short term outcomes.

We endeavour to set work that is challenging and motivating, and which encourages the pupils to demonstrate what they are learning.

Method of Delivery

Each teacher is responsible for the delivery of RE in their class. The school uses a variety of teaching and learning styles in RE lessons:

- Whole class teaching in which all pupils are encouraged to participate.
- Working within smaller groups.
- Individual teaching
- Celebrations and visits regarding special events
- Experiential and sensory work

Teachers' expectations will ensure that all tasks will have clearly identified learning outcomes and are matched to and will challenge pupil's abilities

Assessment

Teachers or other staff observe and record progress throughout the school year. Ongoing observation of this nature tends to focus on small achievements or changes in music knowledge and concepts.

Evidence for Learning allows teachers to upload photo/videos of pupils learning and specific pieces of work. Evidence for Learning is used to record a student's learning journey. This can link to their specific EHC short-term outcomes as well as the programmes of study.

The pupil's EHC review report summarises the progress in the Cognition & Learning part of the pupil's EHC plan. During this meeting, previous targets are discussed, and new targets are set depending on the progress over the academic year.

We currently use B Squared as a tool for assessment. Pupils will be assessed against engagement steps or progression steps depending on their cognitive level. Engagements steps is not subject specific but instead focuses on how a pupil shows exploration skills, realisation, anticipation, persistence, and initiation. Progressions steps is subject specific and focuses on pupils working at a higher cognitive level.

The end of year report summarises the child's progress throughout the year and reflects on achievements and progress made in all areas of the pupils learning. Communication with parents is ongoing throughout the school year, in home schoolbooks and parents' evenings each term. This allows feedback to be given for updates on pupils' learning.

Formative assessment occurs throughout the lesson through questioning, observation of pupils at work and marking of work.

Assessment by the teacher in consultation with TA staff enable short-term and medium-term plans to be adjusted if required; these short-term assessments are closely matched to the teaching objectives and pupil's progress towards meeting their individual targets.

Summative assessment comes through periodic review of progress, or otherwise, via B Squared.

5 Roles and responsibilities

The governing board

The governors and staff are committed to provide the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

The headteacher

The headteacher is responsible for ensuring that RE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering the RE programme of study, reflecting the diverse needs of the pupils
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils

RE Co-ordinator

- Specific responsibilities (carried out in consultation with the Headteacher and in co-operation with colleagues and Governors):
- To have shared responsibility for the development of RE and maintaining/improving standards.
- Successfully implement the RE action plan.
- Be responsible for the regular review of the whole school RE policy in consultation with staff and Head teacher.
- Development of schemes of work to ensure continuity and progression of RE knowledge
- Advise and work alongside colleagues in the classroom, to support, monitor and develop RE teaching.
- Organise RE training as appropriate. This could be in-house or external.
- Advise about useful RE activities, resources, courses and reading.
- Attend training and keep up with current developments in the teaching of RE.
- Liaison and developing partnerships with local faith communities.
- Liaise with teachers on assessment and progress within RE.
- Organise and review resources and advise staff on their use and storage.
- To analyse assessment data to measure children's progress in RE.
- To monitor medium term planning to ensure that the RE programme of study is being followed appropriately.
- To organise internal and external visits to support RE learning and teaching

Working with Parents

As previously stated parents have the right to withdraw their child from elements of Religious Education. It is requested that they discuss this with the Head Teacher.

At The Redway School we value and encourage parents and carers to come into school to share their knowledge and expertise. Parents are invited to join us for school trips, festivals and celebrations throughout the year. These include Harvest festival, Diwali and Eid assemblies, Christmas concerts and celebrations.

Parents are also invited to consultation evenings, annual review meetings and open days/evenings. Links are also maintained via the home-school book system.

4. Monitoring arrangements

The delivery of RE is monitored and moderated by the RE co-ordinator through:

- Medium Term Plan Scrutiny
- Learning Walks
- Observations
- Subject Review
- Review of progress
- Teacher discussion

This policy will be reviewed by the RE co-ordinator on an annual basis.

5. Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning and Curriculum Policy
- PSHE Policy
- RSE Policy
- Equal Opportunity Policy