



Allerton Bywater Primary School

RE Policy

Intent of the subject

Our Religious Education curriculum is planned to ensure we use a variety of teaching strategies and active learning to engage and inspire our children. As we know our children, we are aware that we have a predominantly high White British population, which may lead to lack of knowledge around different faiths and cultures. Thus, we understand that it is our duty to expose our children to a range of religions and allow them to feel safe expressing their ideas and questions within the classroom environment. We aim to offer children the opportunity to discuss all aspects of religion and prejudice in an empathetic way, whilst promoting the understanding and acceptance of those that believe differently to them. By doing this, we aim to ensure that all our pupils will grow into compassionate individuals, who accept, appreciate and flourish within the multicultural nature of our society.

This is underpinned by our whole-school curriculum goals:

1) Curriculum enhancing experiences (*enrichment*)

Community

We are aware that our children are 95.3% White British and may not have been exposed to different cultures throughout their home lives. Due to this, every year, each cohort will make at least one trip to visit a place of worship, which will expose children to the cultural diversity that they are potentially lacking. The places of worship will be carefully selected to ensure they promote learning and progress within the classroom.

Child-Led

We are aware that our children are 95.3% White British so we ensure we teach Religious Education to uncover and build upon their potential lack of diversity awareness. This allows them to grow into understanding members of society.

Professional Innovation

In Religious Education, this means that teachers have the professional freedom to utilise their knowledge of the local community and their own interests to shape Religious Education lessons for their children.

2) Quality Texts

A variety of texts will be used throughout the teaching of Religious Education in order to identify how different faiths celebrate, explore values and develop an understanding of traditions within each religion. Therefore, classes will use at least one quality text, focusing on the religion that is being studied during each term. Consequently, by the end of Year 6, all children will have been inspired by many types of religious texts across their primary education at Allerton Bywater Primary School.

Implementation of the subject from EYFS to Year 6

(to include: planning; assessment; and evaluation.)

Through creativity, challenge and connection, we unlock our true potential

A Religious Education syllabus is taught every term throughout the school. We follow the syllabus that has been agreed upon by Leeds City Council, which allows us to develop a whole school long term planned overview of Religious Education. Moreover, we can use our individual professional innovation to build on the suggested curriculum, dependent on what each class requires. This allows us to shape the subject to ensure every child progresses during their time at school.

At the start of each unit, a lesson will be based on open ended questions and what the children already know about the current subject. This will promote discussion between staff and children to allow questions to be answered and prejudices to be discussed in an empathetic light.

Teachers then use the Allerton Bywater Primary School planning documentation to ensure a well-sequenced series of lessons with the unit building up to an end-of-unit assessment task which allows children to demonstrate what they have learnt.

Each year group has subject-specific vocabulary that is used.

Progress is checked both during and at the end of each lesson and we encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, evaluation, self-assessments against objectives and success criteria, the use of talk partners and end of unit assessment task. Through these, both children and adults are able to recognise the progress being made.

Progression of their learning from year to year is displayed in a class topic book outside of each classroom in which class teachers present selected pieces of the children's Religious Education work.

Teachers are expected to make regular formative assessment of each child's progress and to record these on OTrack at the end of each unit.

Resources

Our school has a range of resources to support the teaching of Religious Education across the school. Classrooms have a range of basic resources with more specialised artefacts stored centrally. We have a wide range of text books and Religious Education material in the school library. People with an interest, or expertise, in a particular topic or area of Religious Education are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Role of the Subject Leader

- To create and update the subject policy
- To support colleagues in their planning, delivery and assessment of the subject
- To take responsibility for the auditing, organisation, purchase and deployment of central resources
- To keep self and other staff up-to-date with developments in Religious Education by relevant reading and MAT networks
- To monitor and evaluate pupil attainment and progress in Religious Education skills across school
- To monitor and evaluate the quality of teaching and learning in Religious Education across school

This policy is supported by, and should be read in conjunction with, our 'Craft of Teaching' and 'Curriculum' policies

- To liaise with governors and other external visitors

Monitoring of the subject

Subject monitoring takes place termly through a range of:

- sampling of medium -term planning for all year groups
- learning walks
- lesson observations
- scrutiny of children's work
- examination of topic books and classroom environments
- analysis of assessment and tracking data
- pupil voice

Inclusion/SEND

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health & Safety

Our school policy for visits and excursions will be adhered to for all trips, a copy of which can be found on our website. This is supplemented by Leeds City Council guidance concerning Educational Visits.

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