

WESTFIELD PRIMARY SCHOOL

# RE Policy

November 2024

This Policy was Updated by C. Lee

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## **Introduction to RE at Westfield**

We value the teaching of Religious Education because it 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 develops pupils' knowledge and understanding of Christianity, other religious traditions and non-religious world views that offer answers to questions such as those above and offers opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development. It also enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and diverse forms of expression, as well as the influence of religion on individuals, families, communities and cultures. This, in turn, encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning, and challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Exposure to other cultures and beliefs increases their cultural currency in a diverse world.

## **Intent**

Through the teaching of RE, we intend that

- pupils develop their own sense of identity and belonging, enabling them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and a global community
- pupils gain knowledge and understanding of the wider world
- pupils are more prepared for adult life, employment and lifelong learning
- pupils develop respect for and sensitivity towards others, in particular those whose faiths and beliefs are different from their own
- pupils will develop discernment, and acceptance of diversity will be promoted
- pupils are enabled to combat prejudice, recognise and resist radical views.

We want to enable pupils to:

- gain an appreciation of the nature of religion and its positive contribution to society and the individual
- develop a knowledge and understanding of Christianity and the diversity of our society through exploring other major religions represented in the school community and the UK.
- develop the ability to make reasoned, informed and creative responses to religious and moral issues and to accept and value the responses of others in a tolerant society.
- enhance their own spiritual, moral, social and cultural education by developing interest in the study of religion and beliefs

Using our diverse school community, we foster tolerance, respect and sensitivity towards others and contribute towards community cohesion.

## Implementation

- In our school, Religious Education is a part of a broad and balanced curriculum. All pupils receive RE in accordance with the Surrey Agreed Syllabus for Religious Education (2023-2028). This can be viewed at [Surrey Agreed Syllabus - Diocese of Guildford](#).
- Within our website, you will find details about the RE that is taught in each year group.
- We expect all pupils to experience the full breadth of our curriculum, but should parents or carers wish to exercise the right of withdrawal for all or part of RE, they should consult the headteacher.

The Surrey Syllabus 2023-2028, has been restructured from the previous Surrey Agreed Syllabus. There are 3 'Golden Threads' that enable links to be made across and within different religions and beliefs: ideas about 'God', 'Community' and 'Identity', explored through the substantive content, and encouraging pupils to view this content through the disciplinary (subject) lenses of theology, philosophy, and sociology.

The Agreed Syllabus for Religious Education in Surrey contains both compulsory elements and additional study units to broaden the learning experience. This covers all the major religions represented in Britain and encompasses beliefs of those with no religious faith. Areas of study are allocated to particular year groups across the school. RE is taught both as a stand-alone subject and used creatively across the curriculum, meaning that it can be explored and expressed through Writing, Drama, Art, or ICT and shares touchpoints with Geography and History. As an Academy, we have decided to cover 10 hours of RE work per term and this amount of time can be used in weekly hour-long slots or collectively in a single day of focussed RE coverage eg one 5-hour unit covered in one RE day. This should ensure the coverage of all the essential units outlined in the Surrey Syllabus 2023-2028 and give adequate focus to meeting the learning objectives set.

In RE coverage at Westfield Primary School, we give the pupils

- The opportunity to explore and learn about a range of religious belief and non-faith as part of a rich and exciting topic-based curriculum.
- Tasks and activities that give them opportunities to be creative.
- The opportunity to develop skills of knowledge, opinion, confidence and self-esteem.
- RE activities that access other areas of the curriculum, different countries, cultures and those that reflect our local community.
- Differentiated opportunities which enable all children to access the learning.
- Access to the Westfield Pledge which enables all children to be part of an enriched and creative learning journey
- Opportunities to extend their learning inside and outside of the classroom, using the internet safely for research and meeting with representatives of faith communities.
- A platform in which children can investigate, learn, express questions and explore ideas, developing individual pupil skills and understanding.
- Encouragement to question, make connections and relationships, explore ideas and reflect on their learning.

## Differentiation

We are aware that children in any given class will have a variety of needs, abilities and preferred learning styles. There will also be a range of experiences brought into class from families with differing religious backgrounds and from households with little or no experience of religion. The Syllabus for each unit of study provides a balance of approaches and levels of understanding and development and this is reflected in the unit overview (expected, emerging and exceeding) and in the assessment opportunities in the new record keeping section of the non-statutory guidance. Westfield does not use these for formal assessments at present. Teachers will take the needs of their class into account and use the school planning format to ensure different cohorts and levels of need are identified and provided for within the lesson by use of scaffolding, pictures and different types of expressions of the learning. We aim to increase the religious cultural capital each child holds whilst they move through the school.

## Resources

The resource area of the school contains a variety of posters, books, packs, models and artefacts for use by classes. BBC teach and other trusted sites provide a multimedia approach to learning. There are also comprehensive non-statutory support materials at each phase, designed to support planning and learning for the pupils. For each unit in the Primary phase, this includes detailed vocabulary, a sequence of learning, background teacher knowledge and links to recommended resources. The diocesan website has support information for staff to go deeper in their own learning. Staff are encouraged to inform the RE Coordinator if they need further resources or support in any given area of study.

## Impact

### **PLANNING, ASSESSMENT, PROGRESSION AND EVALUATION**

- All planning is kept on the staff drive and is accessible to any class teacher or HLTA and to the RE coordinator for checking and feedback
- Planning has now been stored for each unit of the RE curriculum so teachers can access that immediately when the unit is due to be covered again.
- Learning journeys and vocabulary sheets are available for each unit of study to help pupils retain information more easily
- Teachers and HLTAs are regularly asked for their confidence levels tackling a new unit and gaps in their own knowledge are addressed by the RE coordinator before lessons are taught. This ensures better coverage of the unit.
- A knowledge harvest is taken at the start of most new units and this is dated and added to as the unit progresses or at the end of the unit to show the deepening of the children's knowledge and understanding
- Older juniors are asked to write down both what they know and questions they would like to raise as the unit starts so that progress can be seen as they gain understanding and knowledge. Years 5 and 6 become more confident to raise what they don't understand, even if it is quite basic, and teachers and HLTAs have a firmer basis for starting the learning, as they know the baseline and variety of understanding in the class.

### Monitoring and assessment

The RE coordinator uses the following procedures to monitor coverage

- Book looks for coverage, quality and differentiation
- Monitoring of planning and samples kept by coordinator on file or on computer
- Monitoring of displays and start and end points of sample units
- Children's attitudes towards and engagement with the subject
- The use of technical vocabulary carried through the school
- Questionnaires to the children and staff
- Anecdotal evidence from staff and children

Meetings with partners from other local schools and those in our MAT have ensured moderation standards were in line. An assessment sheet is completed at the end of each term and this is used to inform parents of their child's progress at the end of the academic year.

### Subject Leader

The subject leader is responsible for:

- overseeing the teaching of RE in the school
- supporting staff who may lack confidence/ knowledge teaching RE
- attending training courses and passing on information to staff
- constructing an action plan to meet the needs of the school
- submitting a budget for resources needed in accordance with the plan
- maintaining resource area and contents along with all staff
- organising visits from workshops and visitors to reflect the diverse make-up of the school community and ensuring pupil participation in any other local events pertaining to R.E.

The coverage and standard of RE delivery continues to improve and this is reflected in the children's enthusiasm for lessons and the way they reflect on their learning and on religious belief.