

Vaughan Primary School

RE Policy



Date of Policy: Autumn 2023

Date of Review: Autumn 2025

Next Review: To be reviewed bi annually

| Review Date | Changes made |
|----------------------------|---|
| Spring 2023 Autumn 2023 | Assessment Policy New Harrow RE Syllabus |

Rationale

The whole ethos of Vaughan Primary School is to provide every child with a happy, caring learning environment in which he or she can develop their full potential.

We believe it is important to promote awareness and understanding which will lead to respect and tolerance towards the beliefs of others and to break down fear and prejudice. Religious Education has an important contribution to make to the social and moral development of the child.

Aims and Purposes

Religious education provides opportunities for pupils to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain;
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions, (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures;
- consider questions of meaning and purpose in life;
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;

- enhance their spiritual, moral, cultural and social development;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- develop enquiry and response skills through the use of distinctive language, listening and empathy;
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the Headteacher.

The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Our school RE curriculum is based on the Harrow Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local

places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, 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 in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

The teaching of R.E. at Vaughan School reflects the many different religious beliefs of pupils and staff. These include: Buddhism, Christianity (in its widest sense), Hinduism, Humanism, Islam, Jainism, Judaism, Sikhism, the Baha’I and Zoroastrian faiths.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Harrow Agreed Syllabus for R.E. This allows coverage of the two attainment targets: Learning about Religion and Learning from Religion. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

At Vaughan a wide range of resources are used to support this learning such as artefacts, videos, big books and the personal beliefs of members of staff.

EYFS

We teach religious education to all children in the school, including those in the Nursery and Reception classes, through Knowledge and Understanding of the World.

In Reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Spiritual, Moral, Social and Cultural Development

In November 2014, the Department for Education (DfE) produced non-statutory guidance on how schools should promote British values as part of spiritual, moral, social, and cultural (SMSC) development. **Religious education (RE):** Lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visit places of worship that are important to different to faiths. Schools can actively promote diversity through celebrations of different faiths and cultures.

The spiritual, moral, social and cultural development of each child is intrinsic to the ethos of Vaughan School. Specific skills are taught through the Golden Rules, the Nurturing Programme and Circle Time. There is a common approach, used by all staff, in the language used to manage behaviour.

Equal Opportunities

The R.E. curriculum will be delivered to all pupils, regardless of age, gender, ethnicity, disability or ability.

Rights of withdrawal

Parents have the right to withdraw their child from all or part of religious education. Requests for withdrawal should be made through the Headteacher.

Time allocation

In accordance with the Dearing Report, the time allocation for R.E. is as follows:-

KS1 – 36 hours per year

KS2 – 45 hours per year.

It is, however, up to the teacher, and the considered needs of the class, pupils, ages and timetabling, whether the hour is taught as a whole or in shorter periods, or is blocked to provide a concentrated focus as long as the legal requirement is met.

Collective worship in assemblies will support the R.E. curriculum. Each year group is responsible for a festival assembly to which the parents from the whole school are invited. This is supplemented by a display in the entrance hall.

Visits

Throughout the different Key Stages, children will have the opportunity to visit many places of worship as an integral part of the R.E. curriculum. During these they will be able to observe how different religions practise their faith. Speakers from different faiths will be invited into school to discuss their beliefs.

Assessment

Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves

learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

1. **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
2. **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
3. **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

1. Rich questioning
2. Written and verbal feedback of children's work
3. Observations
4. Pupil self-assessments and peer assessments
5. Peer marking
6. Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

1. **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
2. **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
3. **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
4. **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for the Wider Curriculum will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

1. Short end of topic or unit tests or tasks
2. Reviews of progress against individual targets for pupils with SEN
3. Teacher judgements on Arbor relating to the National Curriculum age related expectations

Monitoring

The R.E curriculum co-ordinator is responsible for the Scheme of Work and changes within. The Co-ordinator is also responsible for monitoring the planning and assessing of R.E. and providing any necessary support.