



# Timothy Hackworth Primary School

**‘Respectful and resilient; being the best that we can be.’**

## Religious Education Policy

CRC Article 28: All children have the right to a good quality education.



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Approved by:	<b>Governing Body</b>
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

# Religious Education Policy

CRC Article 28: All children have the right to a good quality education.

**Date of Policy:** March 2024

**Review Date:** March 2025

**Subject Lead:** Mrs. C. Shepherd

**Governors for Religious Education:** Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

## **Mission Statement (written by children):**

We would like our school, which reflects British values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

## **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

## **Rationale**

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially, physically and emotionally.

Religious Education contributes dynamically to our children's education at Timothy Hackworth Primary School by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE helps our children to understand religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. It helps our children to appreciate that worldviews are complex,

diverse and plural and have influence on individuals, communities, societies and cultures.

Religious Education offers opportunities for personal reflection and children's spiritual, moral, social and cultural development as it encourages children to examine the significance of their learning in relation to themselves and others. It enables our children to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn. Religious Education encourages our children to have empathy and respect. It enables our children to develop their own sense of identity and belonging.

RE helps our children to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice. As such, we believe that Religious Education is central to good local, national and global citizenship. It makes a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs - a fundamental British Value.

Teaching in Religious Education at Timothy Hackworth Primary promotes openness, respect for others, scholarly accuracy and critical enquiry.

### **Entitlement**

This Religious Education Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's continual focus on high standards and expectations of all pupils.

### **Our Intent, Implementation and Impact in Religious Education**

#### **Intent**

At Timothy Hackworth Primary School, we believe that Religious Education has an important role to play as part of a broad, balanced and coherent curriculum which all pupils are entitled to. Our curriculum provides a positive context in which the diversity of cultures, beliefs and values in society can be celebrated and explored. It promotes an ethos of respect for others, challenges stereotypes and builds understanding of other cultures and beliefs, as well as promoting a positive and inclusive school ethos that champions democratic values and human rights. Our curriculum encourages children to ask, and reflect upon, challenging questions and provides opportunities for personal reflection, where children can explore their own beliefs and are able to build their own sense of identity and belonging in a safe and supportive environment. Lessons ensure that our children grow to become tolerant and respectful citizens, who appreciate that everybody has their own set of beliefs

and values and that these may differ from their own. Our Religious Education curriculum forms part of our school's Spiritual, Moral, Social and Cultural teaching.

Children will have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

Religious Education is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. RE teaching and learning in our school aims to enable our children to:

- develop deepening **knowledge and understanding** about a range of religious and non-religious worldviews so that children can describe and explain beliefs and theological concepts;
- describe and explain some sources of authority and teachings within and across religious and non-religious traditions;
- describe and explain ways in which beliefs are expressed;
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies;
- connect these together into a coherent framework of beliefs and practices;
- gain and deploy deepening understanding of specialist vocabulary and terms;
- know and understand about religious diversity within the region, as well as nationally and globally;
- know and understand how religion can be defined and what is meant by the term "religious and non-religious worldviews" and with increasing clarity know that these worldviews are complex, diverse and plural;
- gain and deploy skills that enable **critical thinking** and enquiry in relation to the material they study;
- develop and use the skills of **personal reflection** with regard to their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment;
- be prepared for life in modern Britain.

## **Implementation**

At Timothy Hackworth Primary School, we follow the Programme of Study for RE suggested in the Durham Agreed Syllabus and have a scheme of work that reflects this. In Key Stages 1 and 2, the children are taught through the three elements of RE: Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection.

At the beginning of each unit, the children develop their spirituality through an 'I Wonder' activity. This activity involves the children looking at a range of pictures, artefacts and religious quotations and then writing questions about what they wonder. The 'I Wonder' questions are then referred to throughout the unit so that children have a chance to find answers to their questions.

### **Early Years Foundation Stage**

During the Early Years Foundation Stage (EYFS), Religious Education is taught as part of whole class topics and themes, for example, the theme 'Special and Belonging' is used to explore religion. Children explore ideas through topics such as Special Times, Special Objects, Special People, Special Books, How We Show Belonging, The Natural World, New Life and New Places, and stories which provide excellent opportunities for RE foundation work in Nursery and Reception and are successfully built upon in Key Stage 1.

The RE curriculum in the EYFS also follows the Durham Agreed Syllabus. Although the statutory requirement does not extend to Nursery, with good practice, RE is taught and explored through festivals and celebrations. During the EYFS, pupils begin to explore religion through thinking about special people, books, places, and objects. They may also visit places of worship at significant times during the year. Teaching and learning of these concepts are linked to, and contribute to the Early Learning Goals.

### **Key Stage 1**

Children are taught about:

- **Christianity** - introduction to beliefs and practices and their impact.
- **Buddhism** - introduction to some beliefs and practices and their impact.
- **Religious Diversity** - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).

### **Key Stage 2**

Children are taught about:

- **Christianity** - beliefs and practices across the denominations and the impact of these for individuals and communities.

- **Hinduism** - some beliefs and practices and the impact of these for individuals and communities.
- **Judaism** - some beliefs and practices and the impact of these for individuals and communities.
- **Religious Diversity** - the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community.
- similarities and differences within and between religious and non-religious worldviews through at least one **thematic study**, e.g., about ritual, the environment, care for others.

The RE Curriculum Overview ensures that there is progression throughout the school and that the children build upon knowledge gained in previous years. Where possible, teaching is supplemented with visits to places of worship or visits from people from faith communities.

### **Impact**

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the RE Curriculum by reflecting on the standards achieved against the planned outcomes and through pupil discussions about their learning, which includes discussion of their thoughts, ideas, and opinions surrounding RE. The impact of learning and pupil attainment will also be assessed by the Subject Lead through data analysis, learning walks and book scrutiny.

The impact of our school approach will enable our children to:

- enjoy learning about other religions and why people choose, or choose not to follow a religion;
- make links between their own lives and those of others in their community and in the wider world;
- develop an understanding of other people's cultures and ways of life, demonstrate a positive attitude towards people of any religion and show understanding of cultural beliefs different to their own. Our children are respectful when meeting visitors from a variety of faith groups;
- be prepared for life in modern Britain.

### **Religious Education and Cross-Curricular Links**

RE also makes an important contribution to other parts of the school curriculum such as: Citizenship; Personal, Social, Health and Economic Education (PSHE), including Relationships Education; Social, Moral, Spiritual and Cultural education (SMSC); British Values; and the humanities.

## **More Able and Talented Learners**

The RE Subject Lead will promote the following key strategies to maximise progress and enable learners to meet their full potential:

- The use - by all - of open-ended questioning where a learner's first response may then be further developed and so encourage deeper thinking;
- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy;
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes;
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps is a valued part of the ongoing learning process.

## **Special Educational Needs and Disabilities**

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities will be planned for children with SEND to work on their targets for RE.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

## **Assessment**

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment needs to take into consideration all RE learning which is an outcome of the school curriculum. There will be ongoing assessment for learning (AFL) of



all children, ensuring that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their RE learning.

### **Monitoring and Evaluation**

The monitoring of RE teaching and learning in our school will take place through:

- monitoring of short-term planning by the RE Lead;
- observations and Learning Walks by the RE Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the RE Lead;
- the completion of any whole school RE project where work/evidence is gathered, across the whole range of ages in the school;
- scrutiny of books, displays and any other evidence of achievement, by the RE Lead;
- pupil interviews conducted by the RE Lead;
- the checking of children's standards of work against agreed criteria, e.g., teacher assessment.

Assessment data is analysed by the RE Lead and outcomes shared with staff.

### **Continuing Professional Development**

The RE Lead continues to attend Local Authority Subject Leader Network Meetings in order to ensure that the RE Lead and the wider staff are aware of the latest information and curriculum developments in RE.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

## **Display and Resources**

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to resources and displays to support pupils' learning. RE vocabulary can be displayed so that children use this in the communication of their understanding. RE displays will encourage a positive attitude and enthusiasm towards RE for all groups of children. Knowledge Organisers provide important information and vocabulary for children and link directly to our RE Curriculum Overview.

## **Parents and Carers**

We recognise that parents and carers make a significant difference to children's progress in all subjects, including RE, and encourage this partnership. We hold Celebration Assemblies where the children's achievements in RE can be shared with parents. As well as this, we encourage parents to discuss RE with their children and to support understanding about the RE knowledge and attitudes that they have explored. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

## **Parental right of withdrawal from RE**

This was first granted in 1944 when curricular RE was called 'Religious Instruction' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of schools, including schools with and without a religious designation. If required, please contact the Head Teacher, Mrs. L. Boulton, to discuss this further.

## **Our Governing Body**

The Governing Body will provide support and challenge and are kept up to date with developments in RE through communication with the RE Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings. The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy. The Curriculum and Standards Committee will ratify and review the policy.

## **Conclusion**

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils across a broad and balanced curriculum which reflects school, local, national and global perspectives. The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact. All children have the right to a high quality education; our RE Policy is designed to ensure that all pupils have access to this right.