



# **Wansdyke School**

## **Religious Education (RE) Policy**

**Date agreed: March 2021**  
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## Curriculum Aims

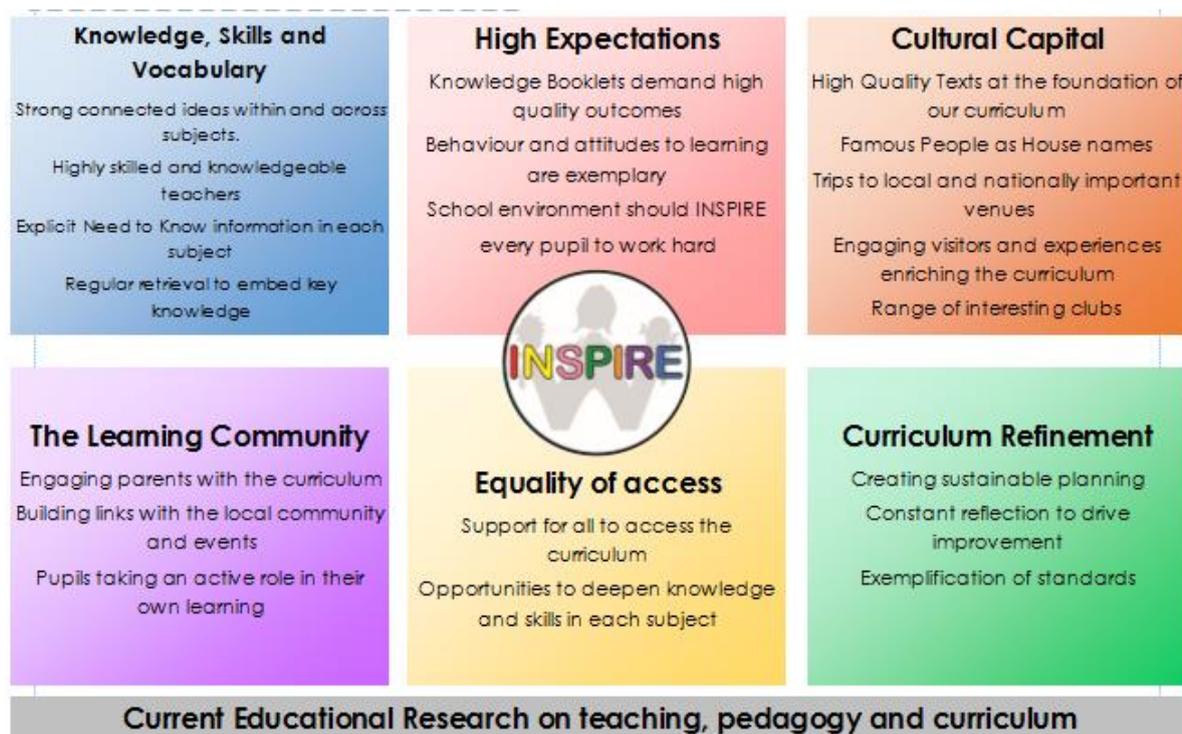
**Religious Education** is a component of the basic **curriculum** (but not the **National Curriculum**) and is compulsory for all pupils in local authority- maintained schools aged 5 to 18 years, unless they are withdrawn from these lessons by their parents or withdraw themselves if they are aged 18 or over. Teaching of RE can provide the foundation for many people's lives and promotes acceptance and understanding of other beliefs. It should inspire pupils' curiosity to know more about the world in which they live. The RE syllabus that we have adopted at Wansdyke School is "Discovery RE". Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. Children learn from religions as well as about religions.

### 1. Intent:

At Wansdyke we believe that it is crucial that our children develop an understanding of RE, in contemporary Britain and the wider world, and how it impacts upon our community and people in the world. Our curriculum is developed in line with the National Curriculum guidance and the 'Discovery RE' scheme of work and is delivered in a way that is interesting, relevant to our children and links to other areas of learning, wherever possible. Our desire is that students gain an understanding of the diverse beliefs and religious practices of our faith communities, understand the non-religious view held by a number of people in our society, and respect the right of all people to make these very personal choices. Children learn the knowledge and skills to become critical thinkers and will be able to identify, investigate and respond to a variety of issues and religious questions.

Our aim is that we inspire our children to become active and curious in regards to RE. We want our pupils to develop the tools to evaluate information about the world around them and make informed judgements based on this, and help them understand key features of the religions of the world, and how this shapes the world that they live in.

**Our RE curriculum is built upon the following principles:**



## **Knowledge, Vocabulary and Skills:**

RE knowledge is carefully planned out across the curriculum, ensuring that children cover the relevant learning in this subject during their journey through the school. Knowledge is built upon and revisited to ensure it is retained. Within this, vocabulary within each unit of work is specified and children are expected to learn and use within the topic and be able to recall this at a later point. Within each booklet, we set out the 'Need to Know' knowledge we expect all children to learn.

Links across RE topics are made explicit for the children so they can begin to compare and contrast different religions and religious viewpoints. This will help them develop a well-connected schema of knowledge which will improve their ability to retrieve the knowledge they have learned.

RE knowledge, skills and vocabulary progress through the key stages and are addressed within the booklets we have created.

## **High Expectations**

The knowledge, vocabulary and skills within each unit are exemplified within our knowledge organisers and Knowledge Booklets which showcase the high quality outcomes we expect from our pupils. These incorporate key religious ideas which are repeated throughout a key stage. Each RE booklet also incorporates regular opportunities for reading and writing for a purpose. There is an expectation that the quality of these pieces to be of equal standard to that of their English lessons.

## **Cultural Capital**

To inspire a love of RE and bring this abstract subject to life, we make use of our surrounding area to inspire the children and ensure their is equality in their experiences. We encourage local religious leaders and followers to attend school to discuss their beliefs with the children. Other visitors and enriching experiences are planned within the curriculum. We also ensure the topics are well resourced with artefacts and books through our Wiltshire Swindon Library Resources subscription. As part of the school's RE curriculum, we visit local places of worship and are looking to expand on this offer. Discovery R.E makes many strong links to British values within the curriculum to help pupils understand what it means to be a member of modern British values.

*St John's Church – Christmas Carol Concert*

## **Learning Community**

Parents receive information about the topics their children will cover in RE across each year. We make use of local experts and those involved with religious organisations in our parents and community to help enrich the children's experiences of RE.

The start of every booklet includes a question which relates to the religious aspect studied as well as a moral, social or spiritual issue within their community or society today. Children are encouraged to think deeply about these issues and reflect on their own beliefs.

## Equality of Access

It is our aim that all children can access the RE curriculum for each year group. We plan with high expectations for outcomes in RE and support the teachers with resources to deliver the content. This means they can spend more time in providing scaffolds to enable each child to achieve in each lesson. This includes carefully planned lesson delivery in small steps and adapting activities in the booklets for pupils. All pupils will have the opportunity to deepen their thinking through 'Diving Deeper' questions and activities within each booklet.

## Curriculum Refinement

It is our hope that every year, we can build on the successful teaching of the RE curriculum from the previous year. We will critically evaluate the quality of our RE curriculum delivery in terms of what children have remembered and understood. This will include deciding what resources and activities led to high quality outcomes for our pupils and what explicit connections could be made within and between subjects. Each year the planning and outcomes will be reviewed by our subject leaders alongside class teachers with the aim to improve the quality year on year. The quality of RE planning and resources means teachers can spend their time developing their subject knowledge, on the quality of their lesson delivery and opportunities for subsequent retrieval.

A selection of work completed by pupils will be exemplified to support the assessment of pupils and to strive for equal or better outcomes in the future.

## Current Educational Research

Our understanding of how children learn has developed over recent years. Within our curriculum, we are placing much more emphasis on:

- Carefully considering the order in which content is structured and delivered. Being mindful of children's prior knowledge.
- Respecting the limitations of working memory by delivering learning in small manageable pieces
- Drawing and maintain children's attention to the important aspects of ideas and principles.
- Ensuring children are thinking as deeply as possible throughout the lesson.
- Linking ideas together and revisiting learning through regular retrieval practice.

## 2. Implementation:

The school will implement a clear and comprehensive progression of skills as outlined in the non-statutory guidance in the National Curriculum. Where applicable, links to other subjects will be made to develop effective learning experiences. RE is taught in a block, once a term, which allows the teacher to more effectively use formative assessment to address misconceptions and errors pupils may have had during the previous lesson and address these quickly. Children focus on a key question about a religion. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end

in itself. The 'Discovery RE' scheme of work focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development. Skills and prior knowledge are built upon and revisited throughout the school and this enables children to develop a mastery approach to RE.

This is the coverage of RE Units through the school:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<b>Theme:</b> Special People. <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism.	<b>Theme:</b> Christmas. <b>Key Question:</b> What is Christmas? <b>Religions:</b> Christianity.	<b>Theme:</b> Celebrations. <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Islam, Judaism.	<b>Theme:</b> Easter. <b>Key Question:</b> What is Easter? <b>Religions:</b> Christianity.	<b>Theme:</b> Story time. <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism.	<b>Theme:</b> Special places. <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Judaism.
Year 1	Creation Story  What makes people special?  <b>Christianity</b>	Christmas Story  What gift would I have given to Jesus if he had been born in my town?  <b>Christianity</b>	Jesus as a friend  Was it always easy for Jesus to show friendship?  <b>Christianity</b>	Easter – Palm Sunday  Why was Jesus welcomed like a king / celebrity by the crowds on Palm Sunday  <b>Christianity</b>	Shabbat  Is Shabbat important to Jewish children?  <b>Judaism</b>	Chanukah  Does celebrating Chanukah make children feel close to God?  <b>Judaism</b>
Year 2	What did Jesus teach?  Is it possible to be kind to everyone the same time?  <b>Christianity</b>	Christmas – Jesus as a gift from God  Why did God give Jesus to the world?  <b>Christianity</b>	<b>Does praying at regular intervals everyday help a Muslim in his/her every day life?</b>  Who do I believe I am? Does it feel special to belong?  <b>Islam</b>	Easter – Resurrection  Is it true that Jesus came back to life again?  <b>Christianity</b>	<b>Does going to the mosque give Muslims a sense of belonging?</b>  Does it feel special to belong? Who do I believe I am?  <b>Islam</b>	<b>Does completing Hajj make a person a better Muslim?</b>  Does it feel special to belong? Is God important to everyone?  <b>Islam</b>
Year 3	Jesus' Miracles  Could Jesus really heal people? Were these miracles or is there another explanation?  <b>Christianity</b>	Divali Would celebrating Divali at home and the community bring a feeling of belonging to a Hindu child?  <b>Hinduism</b>	The Amrit ceremony and the Khalsa  Does joining the Khalsa make a person a better ?  <b>Sikhism</b>	Hindu beliefs  How can Brahman be everywhere and in everything?  <b>Hinduism</b>	Pilgrimage to the River Ganges  Would visiting the River Ganges feel special to a non-Hindu?  <b>Hinduism</b>	Prayer and Worship  What is the best way for a Sikh to show commitment to God?  <b>Sikhism</b>
Year 4	Beliefs and Practices  How special is the relationship Jews have with God?  <b>Judaism</b>	Christmas  What is the most significant part of the nativity story for Christians today?  <b>Christianity</b>	Passover  How important is it for Jewish people to do what God asks them to do?  <b>Judaism</b>	Easter  Is forgiveness always possible?  <b>Christianity</b>	Rites of Passages and good works  What is the best way for a Jew to show commitment to God?  <b>Judaism</b>	Prayer and Worship  Do people need to go to church to show they are Christians?  <b>Christianity</b>
Year 5	Prayer and Worship  What is the best way for a Hindu to show commitment to God  <b>Hinduism</b>	Practices and beliefs of Buddhism  What beliefs do Buddhists hold and how do they show them?  (Non-Discovery R.E unit)	Beliefs and moral values  Are Sikh stories important today?  <b>Sikhism</b>	Easter – Forgiveness  Did God intend Jesus to be crucified?  <b>Christianity</b>	Prayer and Worship  What is the best way for Sikhs to show a commitment to God?  <b>Sikhism</b>	Beliefs and practices  What is the best way for a Christian to show commitment to God?  <b>Christianity</b>
Year 6	Belief and Practices  What is the best way for a Muslim to show commitment to God?  <b>Islam</b>	Christmas  How significant is it that Mary was Jesus' mother?  <b>Christianity</b>	Beliefs and meaning  Is anything ever eternal?  <b>Christianity</b>	Easter  Is Christianity still a strong religion 2000 years after Jesus was on Earth?  <b>Christianity</b>	Beliefs and morals Does belief in Akhirah help Muslims to lead good lives?  <b>Islam</b>	Beliefs and morals Does belief in Akhirah help Muslims to lead good lives?  <b>Islam</b>

## **A RE Unit**

RE units will begin with a question, which is then investigated in four steps: engagement, investigation, evaluation and expression. Links are made to show where this fits with religious learning already covered. There will also sometimes be some historical, cultural, geographical or art links which are identified and help to show children how and where religions can influence society. Particular links are drawn to British Values. During the sequence of lessons, vocabulary from the knowledge organiser will be incorporated. There will usually be a section of reading for the children to complete, as well as an opportunity to apply their writing skills. At the end of each unit, children relate the question that they investigated to their own lives.

## **A RE Lesson**

RE lessons will focus on delivering the key knowledge and skills from the knowledge booklets, especially key vocabulary and the 'Need to know'. Each session should address issues from the previous lesson as well as forging links with other areas of RE studied. Teachers may make use of flipcharts or PowerPoints as well as other media or sources to help impart the key knowledge and ideas. It is expected that where a booklet page has been created, the children complete these including any opportunities for 'Diving deeper.'

## **3. Impact**

### **Assessment of RE**

Assessment of RE at Wansdyke is a multi-faceted approach. We need to recognise the limits of placing any summative judgement against the children's knowledge of RE because the validity of this data is relatively low. Equally, we need to be wary of purely looking at the outcomes from within a lesson, and judge the performance of children, rather than what has been committed to long-term memory. The booklets have tailored the outcomes we expect from pupils to help assess this. Outcomes in the booklets are assessed against the 5 areas identified in the R.E skills progression.

Some religions and festivals are revisited throughout the curriculum and teachers should establish what prior knowledge the pupils have relating to that content. The majority of our efforts within assessment should be towards formative assessment, in order that misconceptions are addressed at the point they are made. However, we can use our 'Need to Know' facts as a barometer to assess long-term learning.

### **Formative Assessment / Responsive Teaching:**

- Verbal responses from pupils within the lesson
- Written outcomes from the pupils' work
- Retrieval practice at the start of each lesson

### **Summative Assessment**

- Multiple choice quizzes after a period of time
- Mind-maps after a period of time
- Comparison of work with exemplification
- Pupil interviews about topics covered
- Teacher judgement against RE skills progression

### **Pupil Conferencing**

It is important that when assessing our impact, we refer back to the aims of our own curriculum. Whilst the assessment of knowledge and skills are addressed above, it is important we also look at how RE leads to achieving our School Aims:

## At Wansdyke, we will endeavour to:

### INSPIRE

- Provide an inspirational curriculum for all our pupils.
- Provide Knowledge, skills and experiences which will be remembered.
- Ignite passion, excitement and a love of learning for our pupils, through our curriculum content.

### INCLUSIVE

- Teach children tolerance, respect and celebrate all forms of difference.
- Allow children to work cooperatively with a range of different pupils in the school.
- Teach children to understand and enact the fundamental British Values.
- Provide opportunities for all pupils to develop and grow, taking into account individual needs.

### NURTURING

- Provide a safe, happy and caring environment where children are treated fairly.
- Teach children about how to stay physically and mentally healthy, including forming healthy relationships through PSHE and RSE.
- Educating children about how we can better care for our local environment and the world.

### SUPPORTIVE

- Explain to children about the importance of charity, community and helping each other.
- Educate children to value mistakes and see them as an opportunity to improve.
- Provide feedback to our pupils to help them develop and learn.
- Listen to pupils' views and concerns, and act upon these.

### POSITIVE

- Ensure success in mastering the knowledge and skills in academic subjects within the curriculum.
- Provide success for pupils in mastering increasingly complex knowledge and skills within creative subjects.
- Develop a positive attitude to school and learning in all our learners.
- Always recognise and reward hard work, effort and achievement in all our pupils.

### INDEPENDENT

- Help children to develop initiative, helping them solve problems on their own.

- Help children assess and take appropriate risks.
- Provide children with life skills essential for their future.

### RESILIENT

- Enable pupils to overcome adversity and develop grit.
- Foster a high level of self-esteem and self-confidence in all our pupils.
- To teach our pupils to embrace and relish challenge and struggle.

### EMPOWERING

- Pupils develop their own informed thoughts and opinions on moral issues, with a strong sense of what is right, what is fair and what is just.
- Provide the skills for pupils to be successful communicators and learners.
- Support pupils to develop their own personal interests and talents.
- Become active and positive members of our community and wider society.
- Prepare children with the skills, including technology, necessary in their future.

Annual pupil conferencing will help us decide if these more qualitative measures are being addressed.