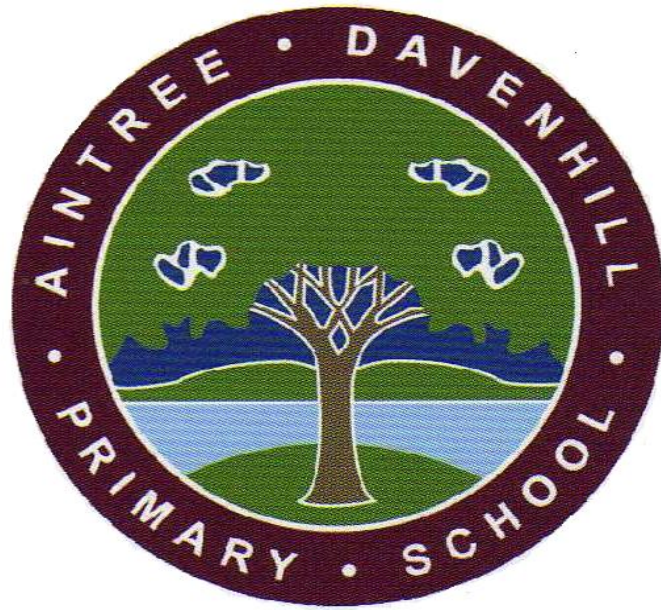


Aintree Davenhill Primary School



Religious Education Policy

Approved by the Headteacher

July 2024

Review date July 2025

Aintree Davenhill Primary School RE Policy

Context

- Aintree Davenhill Primary School is a large urban primary school, serving children in the age range of 3-11 from various faith backgrounds.
- We teach according to the Sefton Agreed Syllabus for RE.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come.
- We welcome diversity and we intend to be sensitive to the home background of each child when teaching RE.
- We are glad to have the support of religious and non-religious members of our local community to support our teaching of RE.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role in which the RE curriculum plays in some of these areas.

R.E Curriculum Intent

Our school motto is **Excellence and Enjoyment** meaning that we want our pupils to achieve excellence, whilst thoroughly enjoying their learning by engaging with a knowledge rich curriculum.

Our vision is for our pupils to develop:

- as critical thinkers – developing memory through a knowledge rich curriculum
- the **determination** to keep working at something even when it becomes difficult or the **courage** to bounce back from difficult situations
- through **friendships** a strong sense of community and belonging – class, school and the local community. A keenness to support and help others through fund-raising events
- an increasing understanding of **equality** and diversity and an ability to embrace our differences
- a curiosity for and a growing understanding of how their world has developed
- **respect** for and empathy with the local environment – developing into an understanding of the impact of our actions/needs on our planet

RE at Aintree Davenhill will be provided in line with the legal requirements. These are that:

- The basic curriculum will include provision for religious education for all pupils on the school roll.
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religious represented in Great Britain.

- The RE which is provided shall be in accordance with the locally agreed syllabus for Sefton.

Within the framework of the agreed syllabus for Sefton, we intend for pupils to:

- Acquire and develop a knowledge and understanding of Christianity and other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.
- Enhance their spiritual, moral, social and cultural development by:
 - Developing an awareness of the fundamental questions of life raised by human experiences, and how religious teachings and other beliefs can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experiences.
 - Reflecting on their own beliefs, values and experiences in the light of their study.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

R.E Curriculum Implementation

Time Allocation

The recommended time allocation for teaching RE is:

EYFS	planned within the EYFS framework
Key Stage 1	36 hours per year
Key Stage 2	45 hours per year

RE may be taught on a weekly basis or alternatively taught over a blocked series of lessons at the teacher's discretion. When taught in blocked units, teachers should refrain from teaching more than one session of RE per day to ensure knowledge and understanding is embedded and built upon over time.

It is acknowledged that some objectives outlined in the agreed syllabus would not require a full session in order to be taught, therefore some units may require less time to cover than others. Equally, some objectives may be best taught across a number of lessons. These are outlined in the whole school curriculum map for R.E.

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Additionally, Christmas Production rehearsals and performances are not RE.

Scheme of Work

A whole school curriculum map, based on the Agreed Syllabus for Sefton and accompanying scheme of planning, is available for teachers and other interested people alongside the policy. This document sets out the coverage for each year group for every session for each half-term.

When planning RE lessons, teachers should refer to the schemes of work provided as a basis. They should be aware of links between units that are outlined in the scheme to ensure they build upon children's prior knowledge effectively.

Teachers are permitted to teach units of work in a different order to those present in the school curriculum map, provided that there is full coverage and a clear impact on teaching and learning in doing so. Linking units of RE with other aspects of the curriculum such as History or Geography is an appropriate example of this.

Teaching and Learning

We aim to ensure the use of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies in RE. Cross-curricular work is encouraged in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Review and Retrieval

At Aintree Davenhill, we want the children to ultimately know more and remember more across all subjects. It is crucial that learning is embedded into the children's long-term memory. In order to do this, we make use of weekly review and retrieval activities at the start of every R.E. lesson. These may take the form of a multiple-choice quiz, 'speak like an expert' activity or another activity of the teacher's choice. These activities may have some focus on the previous week's learning but may also focus on prior learning from previous topics taught. This may include reviewing learning from previous year groups. The use of regular review and retrieval activities in R.E. will improve the children's recall and their ability to transfer knowledge to new concepts and new situations. Teachers are expected to be explicitly aware of the links within the topics that they teach in R.E. to be able to build upon prior knowledge effectively.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. Resources are stored in the History cupboard and should be returned after use. A complete list of resources is available from the RE coordinator. We maintain an RE resource shelf in the library, which offers teachers textbooks and stories from different traditions. A regular audit of resources takes place by the RE coordinator in order to update our

collection. Teachers are encouraged to share electronic resources amongst year groups and phases. The RE coordinator will share electronic resources with staff when appropriate. We welcome the donation of appropriate artefacts from school families.

Visits and Visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit places of worship and participate in the visit of a representative to their class during their time at Aintree Davenhill. The RE coordinator can support class teachers in organising these educational visits.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Impact of the R.E Curriculum

Assessment

When teaching each RE unit, teachers should make use of appropriate formative methods to inform their assessment of each child's progress. The Agreed Syllabus for Sefton outlines assessment objectives that teachers refer to when assessing a child's progress in each unit. These objectives are outlined in each lesson within R.E. planning for the teacher to assess against. Teachers make judgements on each child's progress and attainment and this information is shared with the RE coordinator.

We report on pupil's progress and attainment in RE to parents, as required by law in our end-of-year school reports (July). We make specific, individual, accurate comments on each child's progress in RE based on regular monitoring of work and discussions with the children.

Monitoring, Evaluation & Review

To ensure our RE policy is in practice, all staff are asked to share a copy of their planning and assessment for RE with the coordinator for each half-term. Additionally, the RE coordinator will complete book monitoring, conduct pupil interviews, lesson observations and liaise with staff regularly throughout the year to ensure the successful teaching of RE. The RE coordinator will assess and review the subject's strengths and areas for development for each academic year.

Floor Books

We acknowledge the importance of our PSHE curriculum having a focus on rich discussion. However, we also recognise the importance of evidencing children's learning journey throughout the PSHE curriculum. Each class will have a floor book, one for each term of the

year linking to the overarching themes. There is the expectation that a double page spread will be utilised to evidence lessons each week. Teachers should select a sample of work completed each week, of varying abilities, to present creatively on the double page spread. Discussion based lessons could be captured by teachers or TAs writing down comments made on speech bubbles and placed around the key question for that week. Children in key stage 2 may choose to write their own response. Work that is not used within the floor book should be filed and filed, should it need referencing by the PSHE lead or another member of staff. For those year groups in which PSHE is taught during PPA, teachers should guide PPA staff as to what work to include each week.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer any questions from parents regarding withdrawals to the Headteacher. Requests for full or partial withdrawal from RE should be made in writing to the Head Teacher and a record kept of them.

The policy and/or procedures will where necessary, be revised in light of these evaluations.

– R.E. Subject Lead

Policy date: July 2024

Review date: June 2025