

# Black Horse Hill Infant School



## RE Policy

Signed by:

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Chair of governors

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## 1. Vision, Aims and Values

### *Learning for Life*



### *School Vision*

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### *School Aims*

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### *School Values*

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

## **2. Legal Framework**

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2014) National Curriculum for England
- DfE (2020) Statutory framework for the Early Years Foundation Stage
- Religious Education in Schools: Non Statutory Guidance
- Wirral Agreed Syllabus for RE.

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

### **3a. Intent for RE**

At Black Horse Hill Infant School, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus. Wirral Council has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout the key stages and post-16 study.
- At Black Horse Hill Infant School, our RE curriculum develops the qualities and attributes children need to thrive as individuals, family members and members of the local, national and global community.
- In the Early Years and Key Stage 1 will children develop a knowledge and understanding of the nature of religion and religious beliefs, exploring the way that religious beliefs shape people's lives and conduct. The children will begin to consider their own response to the religious dimension of life as they start to develop their own beliefs, tolerance and values. They will experience this by exploring the diversity of people and communities in Modern Britain.
- Our curriculum for Religious Education is based on the Wirral Agreed Syllabus for RE and is tailored carefully to reflect the needs of the children in our school. We enhance our curriculum through our close links with the local church, St Michael and All Angels. We attend the church during the year and have fortnightly visits from their

Open the Book team. In addition, we purchase the services of the Multi-Ethnic Advisory Service (MEAS) who provide staff training, curriculum support and opportunities for our children to take part in workshops to promote their understanding of the different communities in Modern Britain.

- We believe that all children should have equality of opportunity and should be able to access the curriculum regardless of race, religion, gender or ability.

### **3b. Implementation**

EYFS:

Learning and experiences for early years' pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For RE, the area of learning will be understanding the world, people, culture and communities.

RE learning is planned to provide the children with the experiences, knowledge, vocabulary and skills needed to be successful in the future learning.

KS1:

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

In all maintained schools RE must be taught according to either the locally agreed syllabus or in accordance with the school's designated religion or religious denomination, or in certain cases the trust deed relating to the school. At Black Horse Hill Infant School we follow the Wirral RE syllabus but we have adapted it to meet the needs of our school community.

Wherever possible RE will provide opportunities to establish links with other curriculum areas.

### **Teaching and Learning**

The **RE subject leader** will be responsible for overseeing the planning, resourcing and monitoring of the school's RE programme.

The subject matter covered reflects the Wirral Agreed RE Syllabus 2019.

The RE curriculum is delivered at least once a week for Foundation 2 and KS1.

Classroom teachers use high-quality texts and resources which model the religious and non religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

Furthermore, carefully planned assemblies and workshops will further develop and enhance the children's understanding of religious beliefs, celebrations, holy texts and cultures. Through the delivery of high quality assemblies and workshops the children at Black Horse Hill Infant School will be able to recognise that not everyone has the same beliefs and that we should celebrate this. An Assembly tracker outlines the coverage of this on an annual basis.

## **Planning**

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the class teacher. Through staff training, all teachers know the expectations for planning in RE.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

## RE Long Term Overview 2020/21

	Autumn	Spring	Summer	Vocabulary
<b>Foundation Stage</b>	I am Special My Feelings Harvest Marriage (Christianity) Christmas (Jesus' Birth) A Special Baby Festival of Light/Diwali	Jesus a Special Person in a Special Book Easter New Life (Baptism) Holi Mothering Sunday	Islam (How the family prepares for and Celebrates festivals)	Christianity, marriage, festival, Diwali, Jesus, Bible, Baptism, Holi, Mothering Sunday, Islam, Easter.
<b>Year 1</b>	<u>Gifts</u> – Harvest How we share at Harvest time. <u>Preparing for a Celebration</u> What does it mean to belong to Christianity? Christian celebrations and how we prepare to celebrate (Advent and Christmas) What is Christingle?	<u>New Beginnings</u> How is New Year celebrated? <u>Islam</u> The birth of a child as a blessing. The naming of a child. <u>Easter</u> What is the meaning of Easter? Palm Sunday	<u>Wonderful World</u> How did our world begin? What do Christians believe about how the world was created? <u>Our Planet</u> Caring for the Planet	Jesus, Harvest, celebration, Christianity, Advent, wedding, Christingle, Bible, New Testament, Nativity, new beginnings, resolution, Barakah, Islam, birth, death, resurrection, tomb, cross, new life, world, planet, creation, Old Testament.
<b>Year 2</b>	<u>Hinduism</u> What do Hindus believe? Diwali – What is it and how is it celebrated? The importance of Krishna, Rama and Shiva. Puja in the home and Temple, the Shrine. <u>Christmas</u> Festival of Light including Christmas	<u>Special Places</u> Christianity - The church and the specific roles in the church. What makes a place special? Why do Christians go to church? What are the symbols?  <u>Easter</u> : Good Friday and Easter Sunday Why and how do Christians celebrate Easter?	<u>Me and My Family and Friends</u> What does it mean to belong? Who are friends? Who were the friends of Jesus? How was Jesus a friend to others? Who is in my family? What is it like to be part of a family?	Hinduism, Hindus, Deity, Shiva, Vishnu, Diwali, Rama, Sita, light, Jesus, Bible, Christmas, Nativity, Advent, Special Place, Church, altar, pews, pulpit, stained glass window, font, lectern, symbols, Easter, family, belonging, disciples.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon. These will outline the learning intentions, vocabulary and knowledge that will be taught in each unit of work. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

### 3c. Impact

**Monitoring and review:** The RE subject leader will undertake a monitoring of the curriculum exercise at least once a term.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is February 2023.

### Assessment and Reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term.

The results from formative assessments will be used to inform teachers' lesson plans.

Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their religious education.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

#### **4. Equal opportunities/Diversity**

All children will have equal access to the RE curriculum at Black Horse Hill Infant School.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policies will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

#### **Roles and Responsibilities**

The RE subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the Wirral Agreed Syllabus and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out regular audits of all related resources.



- Liaising with teachers across EYFS and KS1.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Reviewing and updating long-term and medium-term lesson.

Staff teaching RE will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the RE subject leader.
- Ensuring progression of pupils' RE, with due regard to the Wirral Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the Wirral Agreed Syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods by which topics could be taught.

Mrs Sarah Lucan  
RE Subject Leader  
February 2022