

# Black Horse Hill Infant School



## RE Policy

4<sup>th</sup> June 2024

Approved by Committee \_\_\_\_\_

26<sup>th</sup> June 2024

Approved by Full Governing Body \_\_\_\_\_

C Brierley

Signed \_\_\_\_\_ (Chair)

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Signed \_\_\_\_\_ (Headteacher)

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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, ambitious, 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. (See Below)

**Black Horse Hill Infant School RE Curriculum Progression Map**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>F1</b>	Make connections between the features of their family and other families. Celebrations and Festivals - An introduction to Diwali Our own family celebrations The Christmas Story – Introduction to the Bible	Plant seeds and grow plants An introduction to Easter and the Easter Story An introduction to Holi An introduction to Eid Chinese New Year	Read the story – “The Proudest Blue” by Ibtihaj Muhammad and learn about the hijab Talk about the beach, the environment and sea animals.
<b>F2</b>	Why am I special? Who is special to me – friends and family My Feelings Harvest Christmas (Jesus’ Birth/A Special Baby) Festival of Light/Diwali	The Bible the special book Jesus a special person in a special book Chinese New Year Easter New life A Baptism Marriage (Christianity) Holi Mothering Sunday Special stories (New Testament - Christianity)	Special stories (Old Testament, including the creation story - Christianity)  Our special world and how we can look after it
<b>Year 1</b>	<b>A1</b> - What do Christians believe they need to do in order to lead a good life?  <b>A2</b> – The Story of Christmas	<b>Sp1</b> – What is it like to follow a Jewish way of life in Britain today? - Life from the perspective of a Jewish Child  <b>Sp2</b> – Why does Easter matter to a Christian child?	<b>S1</b> – Special Places: the Jewish Home  <b>S2</b> - Belonging- What does it mean to belong?
<b>Year 2</b>	<b>A1</b> - What is important to Christians in stories about Jesus?  <b>A2</b> - Light of the World	<b>Sp1</b> - Faith stories - What makes stories important?  <b>Sp2</b> – Easter celebrations and symbols - What happened at Easter and how does it make people feel?	<b>S1</b> - Our World - What Responsibility Has God Given People for Taking Care of Creation?  <b>S2</b> - How do people demonstrate their beliefs? Link to Humanism

The Long Term Plan is underpinned by the **SIX BIG IDEAS FOR RELIGIOUS EDUCATION** which are explained below -

**BIG IDEA 1**  
**CONTINUITY, CHANGE AND DIVERSITY**

Religions and non-religious worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments.

**BIG IDEA 2**  
**WORDS AND BEYOND**

Many people find it difficult to express their deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, they may use a variety of different approaches including figurative language and a range of literary genres. In addition, people use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences. There are different ways of interpreting both verbal and non-verbal forms of expression, often depending on a person’s view of the origin or inspiration behind them. The use of some non-verbal forms of communication is highly controversial within some religious groups, particularly their use in worship or ritual.

**BIG IDEA 3**  
**A GOOD LIFE**

Many religions and non-religious communities strive to live according to what they understand as a good life. Their members share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. People have different ideas about how and why we should lead a good life. The ideal is usually presented in the lives and character of exemplary members. There may be considerable agreement across different religions and

non-religious worldviews on some matters, and considerable differences on others. Also, there are often major disagreements over the interpretation and application of moral principles between members of the same religion or worldview.

#### **BIG IDEA 4**

##### ***MAKING SENSE OF LIFE'S EXPERIENCES***

Many people have deeply felt experiences, which they may refer to as being religious or spiritual or simply part of what it means to be human. These experiences may result in people undergoing transformative change and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. Through religious rituals and other practices, people sometimes experience a deep connection with God or gods, nature, their own consciousness or with each other. This can give them a heightened sense of awareness and mystery. Many people find that belonging to religious or non-religious groups with others who share their beliefs, values and traditions gives them a sense of identity and belonging.

#### **BIG IDEA 5**

##### ***INFLUENCE, COMMUNITY, CULTURE AND POWER***

Religious and non-religious worldviews interact with wider communities and cultures. They affect the way communities have come to identify themselves over time by shaping their traditions, laws, political systems, festivals, values, rituals and the arts. The patterns of influence vary significantly in different communities and at different points in time. Some communities are influenced predominantly by one religion. More diverse and plural communities are influenced by several religious and non-religious worldviews. Their appeal to a highly respected authority or vision, whether religious or non-religious can lead them to make positive and life-changing contributions to their communities. It can also give them considerable power, which may lead to both positive and negative outcomes.

#### **BIG IDEA 6**

##### ***THE BIG PICTURE***

Religions and non-religious worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity such as 'Does anything exist beyond the natural world?', 'Is there life beyond death?', 'What is the path to salvation?' and 'Do we have one physical life or many?'. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these traditions in different ways.

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 preceding 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.

### **Assessment and Reporting**

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

Formative assessment (Big Questions) 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.

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May 2024