



Ashton West End Primary Academy

Religious Education Policy

Mission Statement:

‘Today I am proud of my school, tomorrow my school will be proud of me.’

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next review date: September 2025)

Aims and Objectives:

These are taken from the agreed syllabus for Religious Education for Tameside 2022-2027:

The Principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

1. Know about and understand a range of religious and non-religious worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religious and non-religious worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:
 - explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:
 - investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Ashton West End RE Intent:

Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes, we do this through whole-class teaching, while at other times, we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, spiritual questions about different religions and worldviews.

Teaching and Learning:

We use a variety of teaching and learning styles in Religious Education lessons. Children have the opportunity to use a variety of sacred texts, images and artefacts. They use Computing in Religious Education lessons because it enhances their learning and the use of the internet provide opportunities to hear from people of different religious and worldview backgrounds. Children take part in role-play and discussions, and they present reports to the rest of the class ensuring that they show the utmost of respect to each other. Children have opportunities within their primary education to visit places of worship and talk to people of different faiths and worldviews. We recognise and understand that we each have different opinions, religions and beliefs and respect what each other believes, trying to ask

thoughtful questions to find out more. We recognise that in all classes, children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Curriculum Planning:

We recognise that Religious Education is a core subject in the National Curriculum. The school uses the Agreed Syllabus for Religious Education for Tameside for 2022-2027 as the basis for its knowledge-based curriculum planning. Our long-term school overview shows the coverage of the RE units for each year group. Using the agreed syllabus for the curriculum, subject leaders have utilised the exemplar schemes of work to ensure coverage and to support teachers when creating medium term plans.

Each key stage (KS1, LKS2 and UKS2) are assigned a selection of units of work which are suitable for the age group they are planned for. These units of work have been distributed between year groups to ensure coverage and appropriate pitching of learning. Units of work have key questions and suggested learning content which further aids the Teaching staff when planning their unit of lessons. Timing of these units is quite flexible in order to ensure the full teaching of the content.

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Learning for the EYFS is set out in the Agreed Syllabus for Religious Education for Tameside 2022-2027. We teach Religious Education as an integral part of the topic work set aside for personal, social and emotional development learning and Understanding of the World. The framework is intended to enable children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness and will begin to understand the need to respect and care for the natural environment and all living things, understand some places are special to members of the community and to recognise that people have different beliefs and celebrate special times in different ways.

Contribution to the other curriculum areas:

English

Our Religious Education curriculum makes a positive contribution to the teaching of English in our school because it allows our children to develop and apply their skills in reading, writing, speaking and listening. In RE lessons, children have the opportunity to apply their literacy skills, such as through oral presentations, reports, persuasive writing and letters.

PSHE and Citizenship

Religious Education contributes to the teaching of personal, social and health education and citizenship. The subject of RE lends itself to raising matters of spiritual importance across the Key Stages. For example, children look at a variety of topics such as friendship, bullying, amongst a variety of relationships learning, all of which can be discussed in a spiritual way.

Art

The RE curriculum links to the teaching of Art when they are using their drawing and artistry skills to produce images which relate to their learning, perhaps about a specific religion or religious figure. When used appropriately in RE art can be quite a thoughtful and emotion rich experience as children are able to use their imagination in a different way.

Computing

Our RE curriculum links Computing skills integrally through the use of video and web searching for appropriate information to enhance learning. A key skill taught through RE here is the choice for a website which is of use but also appropriate and reliable. This is applied in different ways across the year groups with structured searches and teacher directed information collection.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in Religious Education lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the Religious Education curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Assessment for learning

Overview:

At Ashton West End Primary Academy, we believe that assessment of pupils' progress in Religious Education is necessary if we are to meet our objectives of engaging pupils in programmes of activity which provide progression and continuity of learning.

Ongoing teacher assessment has always been an integral part of good practice and is used to inform future planning. Pupils in years 1-6 record the development of their knowledge, skills, observations, planning and evaluations in floor books for whole class work and in their RE books for individual work. One of these, dependent on the work, will be completed once-per-week. Progression between year groups should be clear. Teachers mark each completed piece of work in their books and use the portfolio to assess whether a pupil has achieved expected standard. As part of this process, teachers assess pupils' work against a series of statements. This process is repeated for each individual pupil. Teachers make a judgement every term whether a child has met the objectives for the units taught and will identify this on Insight.

Types of Assessment

Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.

Summative – assessment of learning – records overall achievement of the child.

Diagnostic – identifies areas of strength and weakness.

Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

Formative Assessment

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

Assessment for Learning – Formative Assessments

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

Assessment of Learning – Summative Assessments

At the end of a unit of work, summative assessments are made about each child's achievements throughout the unit. These achievements are assessed against objectives from the agreed syllabus for Religious Education for Tameside 2022-2027. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in Religious Education. This is reported to parents in the end of year report.

Resources:

A full list of resources available for Religious Education can be found with the Subject Leader but an overview of the resources available include:

1. Artefacts relevant to a variety of religions including Christianity, Islam, Hindu Dharma and Judaism.
2. Holy books for Christianity and Islam.
3. Online resources stated in the agreed syllabus and on Pennine Learning website.

Resources for Religious Education are kept in a specific cupboard on the LKS2 corridor and are available for all to use when needed for quality first teaching.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal: The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader:

The role of the subject leader is to support staff with curriculum content, carrying out team teaching where possible to further skills of the teacher situated in the year group. Another role of the subject leader is to carry out monitoring actions to ensure the delivery of a high quality curriculum and providing high quality resources to enable an excellent standard of teaching. Another role of the subject leader is to attend training courses to keep on top of new developments and feed-back these changes to staff in order to continually develop the subject.

Monitoring and review:

The subject leader will undertake the monitoring of long term plans to ensure that all the objectives from the Religious Education Agreed Syllabus are being covered. Scrutiny of work will enable the subject leader to assess the coverage of said objectives and also the standard of learning which is being produced. Additionally, lesson observations and lesson drop ins will be undertaken to further ensure the high-quality delivery of objectives. This will also make sure that planning is being implemented in the classroom as noted.