

Warren Wood Primary Academy and The Evergreen Centre Religious Education Policy

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Document Change History

Date:	Version:	Description of Changes:
November 2023	1.2	Added to Trust template and updated

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

This RE policy outlines the teaching, organisation and management of Religious Education teaching and learning at Warren Wood Primary Academy.

‘The aim of religious education is to promote the spiritual, moral, social, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.’

In the ‘Discovery RE,’ that we follow RE consists of exploring and responding to religion and human experience in such a way that it promotes pupils’ spiritual, moral, social, cultural, and intellectual development. Through our teaching of Religious Education, we aim to:

- Encourage pupils to have confidence in their own growing sense of identity as well as
- valuing and respecting diversity in others
- Help pupils in their search for meaning and purpose in life
- Neither promote nor undermine any religious, spiritual or secular stance
- Be accessible to pupils and teachers of any religious persuasion or none

Implementation Religious Education - An Outline Approach:

R.E. involves the twin processes of exploring and responding to religion and human experience, in such a way that it promotes pupil's spiritual, moral social and intellectual development. There are ongoing RE Units which are planned for each year group, which gives the school an opportunity to focus on Christian traditions, (including Easter and Christmas), as well as; cultural traditions, important religious festivals and traditions celebrated by other faiths within our school community.

Planning R.E.

Year groups plan their R.E. using the 'Discovery RE' and support materials such as Grammasaurus.

Teaching and Learning

Teaching and Learning in RE will take place using a variety of different: pedagogical approaches, resources, and experiences. The work in RE is a mixture of class teaching, working cooperatively in groups and independent learning. Groups are usually of mixed ability and children are encouraged to communicate their findings in a variety of ways. Lessons are adapted for the needs of children.

Supporting SEND Children Across the Curriculum including the Evergreen Centre.

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary Academy & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.

7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.

Time Allocation

The recommended time allocation for R.E. is as follows: - 45 hours per year. Approximately 1 hour per week.

IMPACT

As with all our subject teaching, we do not teach RE in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to develop pupils' critical thinking and ability to analyse, promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues and develop pupils as active and responsible citizens.

Assessment

Teachers of RE are encouraged to adopt a manageable and flexible approach to recording pupils' attainment and achievement in RE using, for example, the following methods: within the context of regular marking and feedback to pupils, setting the assessment tasks included in the support material. Highlighting and displaying examples of achievement, including pupils' statements and questions, for all to note and aspire to; record examples of attainment and achievement in its breadth and diversity; and developing a shared language through which targets for future development can be expressed.

This is ongoing in lessons and on the completion of a topic. Throughout school assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Observation of work and approaches used through book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge and skills as set out in the RE Skills Map being evidenced through the outcomes.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Allowing children to choose, where appropriate, how they wish to present their religious knowledge and understanding, therefore avoiding an overreliance on written work as a method of assessment. Examples of this might be through drama, role play, hot-seating, model making, art work, making a RE display as a reference source for future lessons.

Religious Education, Collective Worship and Assemblies

Collective worship and assembly in school should promote the spiritual, moral, social, and cultural development of pupils. Acknowledge, explore, and celebrate the diverse nature of the school as well as local, national, and international communities.

Monitoring and Review

All staff are responsible for monitoring the standard of their students work and the quality of their teaching in RE. This policy will be reviewed annually.

The RE subject leader will also carry out additional monitoring and evaluating curriculum progress, in order to provide positive and constructive feedback to support colleagues in the teaching of RE. This is done through:

- book scrutiny,
- planning scrutiny,
- resource audits,
- learning walks which involve lesson observation drop-ins,
- pupil interviews,
- subject-knowledge audits with staff.

The RE lead will be endeavour to stay informed of current developments in the subject and provide a strategic lead and direction for the subject in the school.

