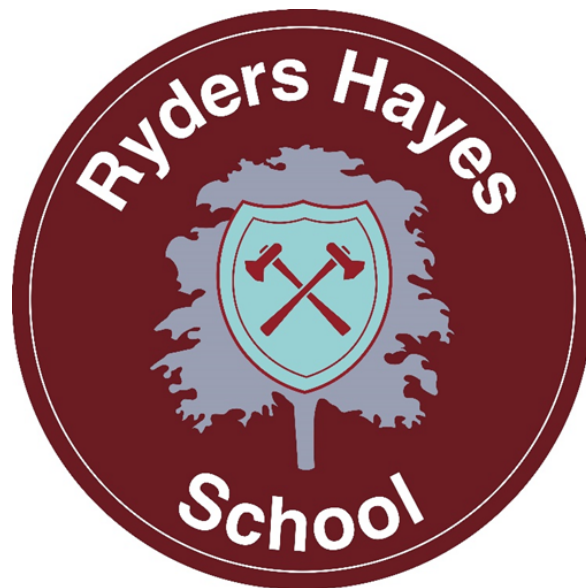


# Ryders Hayes School

A Primary Learning Academy



## Religious Education Guidance

Ryders Hayes School  
Gilpin Crescent  
Pelsall  
Walsall  
WS3 4HX  
01922 683008  
[postbox@ryders-hayes.co.uk](mailto:postbox@ryders-hayes.co.uk)

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*'Do the right thing to be the best you can be'...* 

## INTRODUCTION

1.1 The School seeks to promote behaviour based on mutual respect between all members of the School community. Ryders Hayes aims to:

*....nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of: enquiry; adaptability; resilience; morality; effective communication; thoughtfulness; collaboration; respect; international /open mindedness and a growth mind-set.*

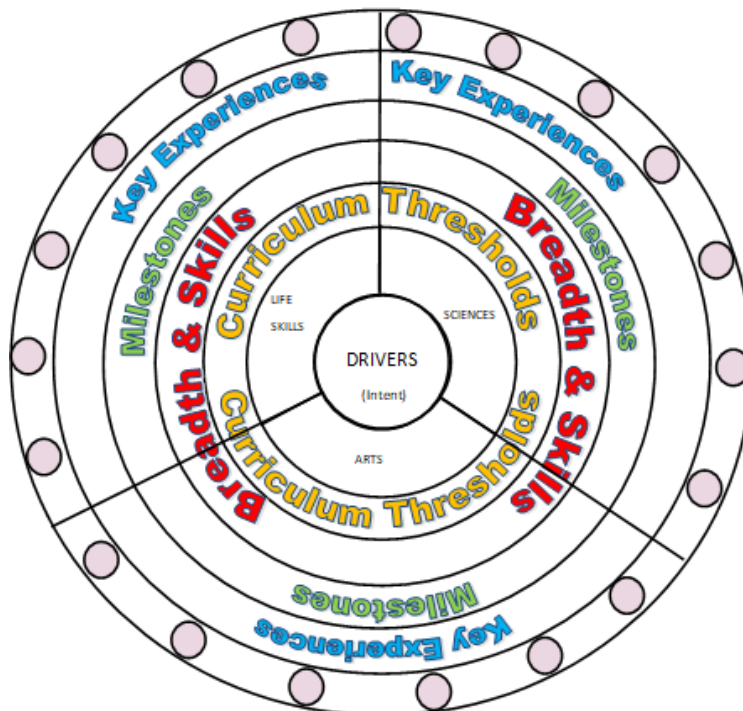
1.2 This guidance outlines the learning, teaching, organisation and management of Religious Education at Ryders Hayes School.

1.3 The implementation of this guidance is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Religious Education Leader- Kath Bowyer

1.4 The curriculum is designed to build a schema by developing knowledge and vocabulary through a range of topics and deliberate practice.

## 2. Our Intent

### 2.1 Ryders Hayes Curriculum Model



2.2 At Ryders Hayes each subject holds threshold concepts; the key disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in a variety of experiences.

2.3 The threshold concepts in Religious Education are:

- Beliefs and values
- Culture and practices
- Communication and understanding

2.4 The threshold concepts are divided into three milestones. We expect pupils in year 1 of the milestone to develop a secure understanding of the concepts and a deeper understanding in year 2 of the milestone. Phase one (Yr1, Yr3, Yr5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create extended knowledge.

2.5 The curriculum at Ryders Hayes has three drivers chosen specifically to permeate the curriculum to meet the needs of our children and their local context.

2.6 The Curriculum Drivers for Ryders Hayes School are to:

- Explore possibilities
- Create independence
- Build resilience

**2.7 Through our teaching of Religious Education, we intend to:**

- Stimulate pupils' enthusiasm for, and curiosity about, their surroundings and the wider world
- Increase their knowledge and understanding of the different communities, cultures, beliefs and values
- Increase pupils' knowledge and understanding of different religions, through enquiry-based learning
- Encourage pupils to ask questions about beliefs and values
- Develop pupils' competence in specific Religious Education skills (such as asking and exploring questions, discussing right and wrong, reflect on and consider different ideas, present and express thoughts on moral and ethical issues)
- Foster a sense of responsibility and respect for all religions

**2.8 Through Religious Education we can also:**

- Improve pupils' communication skills
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Promote awareness of Religious Education related careers

**2.9 Entitlement and Equal Opportunities**

We are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the Religious Education curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. We work to ensure that each child

- Achieves the best possible academic standards in Religious Education regardless of starting point or ability
- Explores different religions
- Understands the role of religion in the community
- Develops an awareness of other cultures, beliefs and values, in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country embedding the fundamental British values.

**2.10 Organisation of Religious Education within the Curriculum**

Religious Education is linked to all subjects including History, Geography and Science, Me and My World, ICT, Maths and English through the use of cross curricula Writing. Additionally, Religious Education is part of the Arts Focus for learning. This enables Religious Education, History, English, Geography, Languages, Art and Music to work together sharing best practice, modelling and support excellence and holding each other to account of our Subject Lead responsibilities.

### 3. Our Implementation

3.1 We have developed and reviewed the local scheme of guidelines for Religious Education as the basis for our curriculum planning. We review our long-term plan on an annual basis.

3.2 Supporting our Curriculum Drivers, we have our knowledge categories which provide the key knowledge within subjects and help us to grow our cultural capital; making links where appropriate to our children and their learning.

3.3 The Knowledge Categories for Ryders Hayes School are:

- Location
- Settlement
- Culture and pastimes
- Significant events
- Food and farming
- Number
- Self-expression
- Career related
- Beliefs
- Innovation
- Language and oracy
- Peace and war

3.4 Within each year group key concepts are taught at stages throughout the school year. These again focus on the need, and importance, of repetition in our curriculum.

Autumn Term	Spring Term	Summer Term
Beliefs and values, culture and practices, communication and understanding	Beliefs and values, culture and practices, communication and understanding	Beliefs and values, culture and practices, communication and understanding

3.5 Teaching and Learning in Religious Education will be in line with the school's *Behaviours for Learning Policy*, where provision is made for all learning styles.

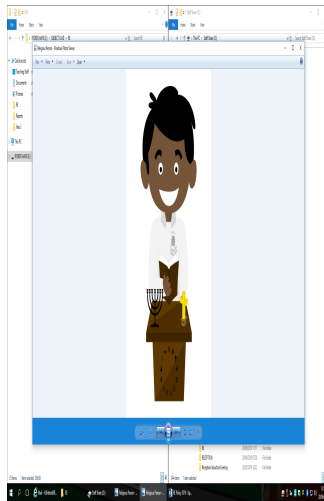
The Religious Education curriculum at Ryders Hayes School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the Local Agreed Syllabus, as well as well-planned repetition to ensure secure foundation of RE knowledge and skills.

3.6 As an integral part of the teaching and learning of Religious Education children will be given the opportunity to undertake purposeful exploration of different cultures, beliefs and values, communicating their understanding in a variety of ways.

3.7 We are very proud of our local links within Walsall and the West Midlands and use these in a variety of ways to help children learn RE skills and to understand different religions and cultures.

3.8 We hold a yearly Arts Focus Day which is an integral part of our Religious Education teaching which contributes to our development of global citizens. Each year group is delegated a specific focus relating to the Arts where Religious Education, History, English Geography, Languages, Art and Music to come together to provide experience for our learners.

3.9 We display and share the characteristics of a religiously literate person, as well as investigating career opportunities, with children at every available opportunity.



### 3.10 Key Experiences:

Ryders Hayes Religious Education curriculum is a bespoke model to cater for the needs of the children and key experiences have been carefully selected to ensure that they allow children to explore/create/ build: possibilities, resilience and independence. The Key experiences include:

Year 1	Learn and explore Christianity and Judaism
Year 2	Learn, explore and compare Christianity, Judaism and Islam
Year 3	Learn, explore and compare Christianity, Hinduism and Sikhism
Year 4	Learn, explore and compare Christianity, Judaism and Buddhism
Year 5	Learn, explore and compare Christianity, Hinduism and Sikhism
Year 6	Learn, explore and compare Christianity and Islam

### 3.11 The role of the Religious Education Leader is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Religious Education
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of Religious Education through termly pupil conferencing
- Develop assessment and record keeping ensuring progression and continuity
- Communicate findings, ideas and resources and have an open-door policy for suggestion and questions
- Design the Medium- Term Plans for teachers to use and annotate for weekly lessons

## 4. Impact

4.1 The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children.

4.2 Opportunities for assessing the impact will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Religious Education.

4.3 Methods of assessment will vary as appropriate to the learning. A portfolio of work from Y1 to Y6 will show examples of Religious work.

4.4 In Religious Education the use of technology is also used to record and gain evidence of children's Religious knowledge and skills. Children will be set small tasks in order to demonstrate the knowledge and skills they have learnt during their learning journey and as part of end of Milestones. These tasks will be completed throughout the year to

monitor and evidence progression and attainment. Pupil voice will be used to assess the progress in understanding and applying skills needed to become a religiously literate person.

### **Resources**

4.5 Religious Education resources are stored in the designated area (hall). Children will have the opportunity to use the following resources: religious books, ceremonial objects and clothing, visual media (including photographs), information books and ICT.

4.6 If new or additional resources are required this is the responsibility of the Religious Education Leader to source as well as replenish necessary resources. The Religious Education Leader is the curator of the subject and will update and provide medium term plans to each year group, whilst acting as a curator for the Religious Education.

### **Health and Safety**

4.7 This guidance needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out Religious Education activities.

### **Monitoring and Evaluation**

4.8 The teaching and learning of Religious Education will be monitored through the analysis of medium-term planning, pupil voice interviews, analysis of assessment data, scrutiny of work samples, completion and recording of Religious Education tasks to assess skills and knowledge and learning walks, in line with the School Development Plan.

4.9 The Religious Education leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their religious understanding.