

# Ryders Hayes School

A Primary Learning Academy



## RE Policy

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***I believe [in God] as I believe that the sun has risen: not only because I see it, but because by it I see everything else- C.S. Lewis.***

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Ryders Hayes School we believe that religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire knowledge and understanding of major world religions, an appreciation of questions and responses to them, and to develop their own beliefs and values. In its aims the school stresses the importance of 'learning to live together' and 'learning to be'. It also identifies the need to 'strive to create an environment in which each person is respected as a unique individual'.

RE at our school is based on the Walsall Agreed Syllabus. We aim to provide pupils with opportunities to ask questions seek answers and develop ideas in a quest to discover more about their identity and that of others. We believe RE can provide a context for the exploration of moral and ethical opinions and dilemmas by learning about lifestyles and behaviour in real, historical and fictional contexts. It can help our pupils to understand the meaning of belief and religion for both individuals and communities local, and indeed, worldwide.

### RE in the foundation stage

During the foundation stage children may begin to explore the world of religion in terms of special people. They will reflect on their own feelings and experiences and use their imagination and curiosity to develop understanding of the world in which they live. The Agreed Syllabus outlines Christianity and one other world religion as those that should be studied at this age and makes links to the Early Learning Goals relating to RE.

## Specific objectives and key aims at KS1

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### **Know about and understand religions and world views**

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;  
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;  
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

### **Express ideas and insights into religions and world views**

B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;  
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;  
B3. Notice and respond sensitively to some similarities between different religions and world views.

### **Gain and deploy the skills for learning from religions and world views**

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;  
C2. Find out about and respond with ideas to examples of co-operation between people who are different;  
C3. Find out about questions of right and wrong and begin to express their ideas and

## Specific objectives and key aims at KS2

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### **Know about and understand religions and world views**

A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

### **Express ideas and insights into the significance of religion and world views**

B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.

### **Gain and deploy skills for engaging with religions and world views**

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;

C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect;

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## Planning

Walsall Agreed Syllabus gives an outline of what is to be taught during which term. This is then used as a basis for planning across the school. The school's long term plan gives a broad outline of what will be taught throughout the school year in line with the syllabus, using the Discovery RE scheme.

Our medium term plans give details of the objectives for each term. They ensure an appropriate balance and distribution of work across each term and are used in line with the school's general principles for teaching and learning.

Short term plans for each lesson in RE provide specific objectives, activities to be carried out, vocabulary and resources needed.

Religious education contributes significantly to the teaching of other areas of the curriculum. These include:

- English. The teaching of English actively promotes the skills of reading, writing, speaking and listening.
- Information and communication technology. We use ICT where appropriate in the teaching of RE.
- Personal, social and health education (PSHE). Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship by teaching respect for others and the need for personal responsibility. We aim to promote tolerance and understanding of one another to enable children to appreciate what it means to be positive members of society.
- Spiritual, moral and cultural development. The teaching of RE in our school provides opportunities for spiritual development. Children are asked to consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the questioning and debating of moral and ethical questions.

## Teaching and Learning style

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experience at religious festivals such as Easter, Diwali and Passover etc. to develop their religious thinking.

We recognise the fact that all classes in our school have children of widely differing abilities, and so 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, for example, by:

- Setting common tasks of increasing difficulty according to ability (we do not expect all children to complete all tasks) and grouping children accordingly
- Providing resources adapted to the ability of the child
- Deploying classroom support to work with individuals or groups of children

Our teaching and learning in RE gives children a focus on art through structured creative tasks related to any religious festivals and worship.

RE can be taught through:

- Drama and role play
- Story telling
- Art Work
- Discussion and debate
- Topic work
- Reflection
- Use of visitors
- Use of the local community
- Types of media such as radio, television, films, and videos

## Teaching RE to children with special needs

We believe that all pupils have an entitlement to high quality RE regardless of ability. We provide learning opportunities that are matched to the needs of specific groups of children taking into account targets on individual education plans and learning which is supported by selecting and developing appropriate activities.

## Assessment

Teachers will assess through end of year expectations for RE. Children demonstrate their ability in RE through a variety of ways. Younger children might, for example, act out a famous story from the bible, whilst older children might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work firstly by making an informal judgement. They will give feedback to the pupils in order to help guide progress. Older children are encouraged to make judgements about how they might improve their work. The class teacher will then make a more formal judgement based on the Eight Level Scale for RE, which is set out in the agreed syllabus. This can then be measured against the Ladder of key Skills for assessing RE in order to give a level of achievement.

## Resources

The school has a range of resources including artefacts and holy books to assist the teaching of each RE unit. The resources are kept in a central store where there is a box of equipment for each unit of work. There is also a good supply of RE topic books. Art resources are also available for the art outcomes.

### Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. She has allocated time to observe RE being taught and to review children's work. Termly book trawls will be carried out as well as pupil voice interviews.

Signed: H. Britton

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