**INTENT**

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| **Purpose of Study** |
| Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people’s lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils.  At Roby Park Primary School, we enable children to develop a sound knowledge for the following major religions; Christianity, Islam, Hinduism, Judaism, as well as Humanists who follow no religion. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.  Religious Education and Worldviews should enable pupils to:   * understand the ideas, practices and contemporary manifestations of a diversity of religions and non-religious worldviews; * understand how religions and beliefs are woven into, and influenced by, all dimensions of human experience; * engage with questions raised about religions and beliefs, including questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of * right and wrong and what it means to be human; * understand some of the main approaches to the study of religions; * develop their own beliefs, ideas, practices, values and identities; * develop the motivation, understanding and skills to make enquiring into religious questions a lifetime activity; * develop as responsible citizens of changing local, national and world communities with diverse religions and beliefs. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today’s modern world and how it affects our lives.  Religious Education makes a unique contribution to pupils’ learning by teaching them about contemporary religions and non-religious worldviews. It is uniquely placed to create greater understanding and tolerance between people of all religions and non-religious worldviews and thereby to improve relationships in society/communities. It contributes to the development of students’ ideas, values, practices and identities. |
| **Aims of Religious Education** |
| At Roby Park Primary School we are committed to ensuring we teach a rich and exciting RE curriculum that is fully inclusive and aims to engage, inspire, challenge and encourage the children providing them with the opportunities and enthusiasm to investigate and reflect on the fundamental questions in life, beliefs about God, issues of right and wrong and what it means to be human.  Through the teaching of RE, we encourage children to reflect on their own experiences and to develop a personal response to questions they may have.  The aim of our RE curriculum is to develop an enthusiastic learner ready to tackle the ultimate questions of beliefs and values in the modern world. We would like our children to have the necessary skills to reflect on questions of meaning, offer their own opinions and listen to the opinions of others.  Children will also understand how the values and beliefs of different people and communities in our multi-cultural society, shape our modern world. We believe it is a fundamental part of our children’s education to explore the religions of the world in a dynamic way. We want our children to have respect for other people and celebrate diversity through understanding similarities and respecting differences between people therefore promoting discernment and helping to combat prejudice.  Our **main aims** of teaching Religious Education are to help children:   * To develop an awareness of spiritual and moral issues in life experiences; * To develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain; * To develop an understanding of what it means to be committed to a religious tradition; * To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life; * To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today; * To develop investigative, enquiry and research skills and to enable them to ask questions and make reasoned judgements about religious issues; * To have respect for other peoples’ views and to celebrate the diversity in society.   Our **main objectives** in the teaching of Religious Education are:   * To study the festivals and ceremonies, traditions and rituals that mark the stages of life; * To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion; * To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary; * To respond imaginatively to religious ideas as well as the big questions in life and to consider the different ways in which individuals may come to a personal faith and commitment; * To study the beliefs, instructions and organisations of particular faiths; * To be sensitive to the feelings, beliefs and actions of others. * To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth; * To help children with experiences of encountering change such as death, suffering, inequality and conflict; * To examine ideas of right and wrong; * To distinguish between religious and other forms of understanding, for example, scientific, historical; * To reflect on their own experiences and to develop a sense of religious understanding; * To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.   Religious Education is part of the basic curriculum at Roby Park Primary School and is taught in accordance with the 2019 Wirral Agreed Syllabus for Religious Education which contributes to the spiritual, moral, social and cultural development of the child. Our curriculum is supplemented by RE NATRE resources.  This programme of study reflects the fact that religious traditions in Great Britain are in the main Christian, and as a result, Christianity is taught across all key stages. Pupils develop their knowledge of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians, their faith provides a way of interpreting life and its meaning.  We also recognise the importance of teaching pupils about the diverse nature of worldviews and so from KS1 onwards, other principal religions are introduced (Hinduism, Sikhism, Buddhism, Islam, Judaism). In learning about other religions, pupils develop British values by showing mutual respect and tolerance for alternative beliefs. Our curriculum ensures that pupils acquire knowledge about religious beliefs, teachings, ways of life, practices and forms of expression. RE is not taught to promote, nurture or convert children to any particular religion. |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  Teaching in Religious Education will:   * **Provoke challenging questions** about the meaning and purpose of life, moral choices and the spiritual dimensions of life and death. It will therefore develop pupils’ knowledge and understanding of principal religions, other religions and worldviews. * **Build a sense of identity and belonging** as an individual, within their communities and as a part of humankind. * **Challenge prejudice,** including that based on religious background, race, culture or gender and to show respect to all. * **Develop understanding of moral virtues** such as truthfulness, honesty, empathy, generosity and compassion and explore how they can positively contribute to living within the local community.   Religious Education will encourage each child to learn from different religions and worldviews, to explore the global phenomenon of belief in God, the moral values inherent in sacred texts and understanding the differences arising from diverse cultures and traditions. It is important in preparing children for responsibilities and challenges of adult life.  At Roby Park Primary School, RE is taught in Key Stages 1 and 2 in one week blocks each half term. The teaching methods used in RE at Roby Park Primary School enable 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 experiences at religious festivals such as Easter, Christmas and Diwali, etc. to develop their religious thinking.  The Wirral Agreed Syllabus also aims to enable all children to learn about religion in order to learn from religion. Therefore, we encourage enquiry based learning and cross-curricular links wherever possible. We support children to embed their knowledge from previous topics and make connections between areas of RE (and other curriculum areas) through, for example, quizzes and direct comparisons in teaching.  At Roby Park Primary School, we recognise that in all classes, there is a wide range of differing abilities between children and as such, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:     * Setting tasks that are open-ended and can have a variety of responses. * Extending tasks for more able children. * Grouping children with partners or in away groups (depending on the task), and setting tasks accordingly. * Providing resources depending on the ability of the child. * Using peer support where necessary. * Using Teaching Assistants to support children individually or in groups.   Religious Education at Roby Park Primary School is taught through:   * Role-play and drama; * Story telling; * Discussion and debate; * Topic work; * Reflection; * Use of visitors; * Use of local community; * Visits to local places of worship; * Use of religious books (including sacred texts) and other resources; * Online videos.   Religious vocabulary is also taught explicitly in every lesson.  We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the curriculum offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.  The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.  Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors. The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.  We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. 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 experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.  Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies. 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.  **Resources**  Existing RE resources are stored in the stock cupboard under the stairs. The School Library Service provides a range of artefacts and topic related books to each class, every half term.  It is the responsibility of the class teacher to ensure they pack away all resources in the relevant topic box for the subject at the end of each half term and to ensure all resources, artefacts and books are well looked after in class. All communal resources should be returned to their homes so all staff can access them.  **Displays**  Whole school RE displays will be produced in communal areas around the school, led by the RE subject lead.  **Withdrawal**  In England, parents and carers have the right to withdraw their children from Religious Education. This right of withdrawal exists for all pupils in all types of schools. Parents and carers also have the right to withdraw their child from part of RE and can do so without giving any explanation.  Religion and belief have become more visible in public life in recent years, making it important that all pupils should have an opportunity to engage in RE.   However, the parent of a pupil may request that they be excused from all or part of the religious education (RE) provided.  Parents who wish to withdraw their children from RE should be aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given.  If you wish to withdraw your child from RE, or parts of RE, this must be done by way of formal written request to the school and agreed by the Head Teacher and Governors. This does not include an absence from school as alternative arrangements will be made, for example, completing work in another classroom. Records of any withdrawals is kept by the Head Teacher.  **Important – limitations to withdraw**  If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching.  A pupil may be required to work in another area of the school.  Whilst parents or carers have a right to withdraw children from RE, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.  On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE), for example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts. |
| **Cross Curricular Links** |
| A cross-curricular approach to the curriculum is characterised by sensitivity towards, and a synthesis of, knowledge, skills and understanding from various subject areas. Thus, it may be said that Religious Education and Worldviews makes many cross-curricular contributions to other aspects of the curriculum. For example, Religious Education enhances PSHE, Citizenship and British Values by developing understanding and context to facilitate decision making about  controversial subjects. The study of Religious Education and Worldviews helps develop pupils’ knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom, along with the need for respect and understanding. Pupils are also encouraged to develop the confidence to challenge discrimination and offensive behaviour. |
| **Inclusion** |
| We aim to explore creative and flexible ways of providing RE. RE should be taught in ways that is safe, enjoyable and yet exciting, and this is achieved through the delivery on RE in a variety of teaching methods that is inclusive to all, whilst also offering opportunities for differentiation. Children are encouraged to deploy skills, ask questions and explore answers, as learners, to continually extend their learning. |
| **Equal Opportunities** |
| Attitudes such as respect, care and concern should be promoted through all areas of school  life. There are some attitudes that are fundamental to religious education in that they are  prerequisites for entering fully into the study of religions and learning from that experience.   * Commitment: Understanding the importance of commitment to a set of values by which to live one’s life. * Fairness: Listening to the views of others without prejudging one’s response. * Respect: Respecting those who have different beliefs and customs to one’s own and the   avoidance of ridicule.   * Self-understanding: Developing a mature sense of self-worth and value. * Enquiry: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality. |
| **British Values** |
| We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and Assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   Our RE curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes:   * After school clubs including mindfulness and yoga * Visits and visitors to places of worship * Celebration afternoons to exhibit RE work * Outdoor learning * Educational trips |
| **Community Links** |
| At Roby Park, we believe that community links are essential in the growth, development and wellbeing of all our pupils. Links with our local community help us to build relationships with groups and individuals who will provide positive role models for our children whether within the world of work, spiritual and moral development or everyday experiences.  Examples of links we have include:   * Collaborative work with local faith schools * Local church come and deliver fortnightly assemblies * Local library * Charity work with members of the wider community * Visits/visitors with local places of worship |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;   * Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. * Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term’s work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.   Assessment criteria for RE at Roby Park Primary School has been developed in line with the expectations laid out in the 2019 Wirral Agreed Syllabus.  Teachers will use assessments to form a judgement as to whether each child has age related objectives. Evidence of work will be highlighted in children’s books, on photographs, videos and notes on discussions with children etc and evidence will be uploaded on to Seesaw. This will demonstrate achievement of objectives. Termly assessments will be added to Insight.  We believe that the impact of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Lessons will enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.  Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development.  Pupils’ work is recorded on Seesaw where pupils are able to self and peer assess. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** September 2024  **Policy Review:** September 2026 |