



East Markham Primary School Religious Education Policy

Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is **'Believe, Achieve, Succeed'**.

The intent of RE at East Markham Primary School

Religious education has a significant role in the promotion of pupils' spiritual, cultural, social and moral development. It promotes acceptance and respect towards others with different faiths and beliefs through equipping children with knowledge and understanding of these, in turn, enabling them to develop their own ideas, values and identity. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and global contexts.

The Nottinghamshire Agreed Syllabus for RE aims to ensure all children:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Religious Education provokes challenging questions about meaning and purpose and the teaching plays an important role in providing a structured and safe place for encouraging questioning and reflection.

Teaching should also include and promote British values, including tolerance and respect for people who hold different faiths and worldviews.

"The modern world needs young people who are confident in their own beliefs and values, so that they can respect the religious and cultural traditions of others."






The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021-2026

The aim of the Religious Education syllabus in Nottinghamshire is that pupils will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions, which religions address, gaining and deploying the skills needed to study religion.

Religious Education (RE) is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

At the heart of our learning at East Markham Primary School is our school motto, 'Believe, Achieve, Succeed', and our school values, Respect, Empathy, Resilience, Courage and Passion. This underpins all areas of school life. It is our aim that, by focussing on each key part, **all** learners at East Markham Primary will achieve their full potential and many will achieve beyond what is expected.

East Markham School Values in Religious Education

	<p>Pupils respect themselves, knowing that they are valued and important people, they respect others for their similarities and their differences. Respect for oneself and others is an important part of being successful in school and in life beyond school.</p> <p>In Religious Education, pupils consider, celebrate and respect cultures and people who have different backgrounds, beliefs and faiths that are different to their own.</p>
	<p>Pupils will be self-aware of their own abilities and have a good understanding of how to meet their goals, be able to persevere with challenges be confident to share and discuss ideas with others be motivated to achieve their best and be able to adapt ideas. Through Religious Education, they will understand the Resilience shown by Key Religious and Non-Religious Leaders and other inspirational people.</p>
	<p>Courage is having the confidence to do something challenging, not just being afraid to make mistakes, but seeing mistakes as a way of learning. In Religious Education, courage is seen as demonstrating an inner confidence about self and what is important, standing firm by one's own faith, beliefs or courage of conviction, being able to make up your own mind and not be swayed by pressure from others, as well as the courage to care for others.</p>
	<p>Empathy is a key skill that pupils will develop in school and apply to the wider environment. Through Religious Education, the pupils will be encouraged to understand that it is acceptable to have strong beliefs and to uphold them firmly. Also, it is equally important to understand and show empathy to other people who can have equally strong, differing beliefs and views, making links to important Religious and non-religious people.</p>
	<p>Through high quality teaching and learning opportunities in Religious Education across the school, we aim for our pupils to develop a sense of passion and commitment to the subject, linking their study of religion and belief to their own lives. Religious Education should make an outstanding contribution to pupils' spiritual, moral, social and cultural development.</p>

Aims and Objectives

While studying R.E. We aim to ensure all pupils:

- develop understanding of religion, religious beliefs and practices. This should eventually lead to informed discussions and reflections about different religions and beliefs.
- can explore religions with an openness, interest and enjoyment
- value religions and cultural diversity
- create meaning from their understanding of religion, allowing them to enhance their spiritual and moral development
- understand the contributions that religion makes to society and culture, in order to make judgements about the world that they live in
- recognise similarities and differences between religions and develop and level of respect and curiosity

- develop an understanding of the commitment people make to the practice of religion in their lives and develop a respect for these individuals and their rights to hold beliefs that may differ to their own

Implementation

The teaching of RE is based upon the new Nottinghamshire Agreed Syllabus for 2021-2026.

Teachers check each year groups existing knowledge and understanding of a new topic prior to teaching and also of the current topic through age appropriate tasks such as a quiz, an image, artefact or checking understanding of key vocabulary. Through the progressive curriculum, children will begin to show more extensive existing knowledge as pupils will revisit key concepts to deepen understanding. At the beginning of every lesson, a subject slide will be shown to the children outlining previous knowledge, learning objectives, key vocabulary and success criteria.

East Markham Primary School seeks to provide a safe and secure learning environment for RE to be taught in. This in turn, allows children to gain accurate knowledge and develop spiritually and morally. Through the school values, a safe and comfortable environment for the children to learn and pose questions in and ensure they are remaining respectful is promoted.

The children's interests and needs will always be our priority, irrespective of gender, culture or background and all teachers will take into account the children's age, ability and readiness when planning and teaching RE lessons. RE will be taught at all age levels and will be taught for the correct amount of time per week, as stated in the Nottinghamshire Syllabus. We will always make time to meet the needs of the children and the curriculum through lesson time and extracurricular activities, such as whole school celebrations, assemblies and festivals.

We will always provide planning and teaching that is suitable for the pupils' level, including their age, maturity and how emotionally secure and ready they are. We will always teach RE correctly following the curriculum, however, will ensure it is taught in a varied way to suit that particular key stage, year group and ability.

Early Years and Foundation Stage

In F1 and F2, 36 hours of RE lessons will be taught per year. These will be taught either as 50 minutes a week lessons or some short sessions implemented through continuous provision. RE will be taught through posing key questions, which will be covered in RE lessons in the Reception year, where provision will be integrated into the whole experience of the child, including, songs, play, imaginative work, language development, story and creativity. Key questions can be found in the East Markham Long Term Plan.

KS1

In Key Stage 1, 36 hours of RE lessons will be taught per year. These will be taught either as 50 minutes a week lessons or some short sessions implemented through continuous provision. There are four key units to be covered. One or two units will be taught per term, depending on the length and content of the unit. These include a key theme which the topic will be based around and within this there will be important questions posed. All themes will cover the necessary Religions required to be covered at this stage, including Christianity and Judaism.

KS2

In Key Stage 2, 45 hours of lessons of RE will be taught per year. At East Markham, this will be taught for either an hour a week or through a series of RE days. As in Key Stage 1, one or two units will be taught per term, depending on the length and content of the unit. These include a key theme which the topic will be based around and within this there will be important questions posed. All themes will cover the necessary Religions required to be covered at this stage, including newly introduced religions at this stage, such as Hinduism, Islam and non-religious worldviews.

Impact

Pupils' at East Markham School will, linking with the school values at all times, enjoy learning about religions and faiths in the world around them, being confident in their own beliefs and values so that they can respect the religions and faiths of others,

In the Nottinghamshire Agreed Syllabus, it states: 'In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the programs of study.'

Progression is a key aspect of RE as much of the syllabus is tailed to show the children's knowledge and application of RE to progress from key state to key stage and year group to year group. Therefore, assessing RE is an important part of teaching and learning and central to good practice in RE. Assessment of RE will mostly be done in a formative way, where formative assessments will be 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.

Teachers will use assessments to form a judgement as to whether each child has reached the targets for each key theme in their year group. Evidence of work will be highlighted in children's books, on photographs, videos and notes on discussions with children etc. The marking scheme (tick of the learning objective) will demonstrate achievement of objectives.

At East Markham Primary School, R.E. floor books/ books will be marked according to the school's marking and feedback policy (please consult the relevant document for more information).

Frequently, work done in R.E. lessons is of an oral nature and it is expected that there will be some variation in marking procedure. Wherever possible, written work is marked regularly and clearly to correct spelling, misconceptions or support understanding. Marking may also be present to celebrate a pupil's attainment or their successes. Pupils may be asked to self-assess or peer assess their own or other's work if an appropriate occasion requires it. It is important the same standards of English are expected of the pupils in their work.

Misconceptions and incorrect spellings of R.E. vocabulary, terminology or religions must be addressed. This may be teacher feedback given orally or written, and in some cases may take the form of pupils correcting their work with an appropriate instrument, for example blue editing pens. The highest standards of presentation and commitment to their work are expected of the pupils and will be modelled and demonstrated by the teacher.

Role of the Subject Coordinator & Monitoring

At East Markham Primary School, the R.E. coordinator will be responsible for supporting teachers deliver the R.E. curriculum, and for maintaining high standards and aspirations regarding the subject. They will ensure continuity and progression of R.E. throughout the curriculum, as well as promoting the aims and objectives of the R.E. policy, making sure they align with the school's vision and values.

The R.E. coordinator will be responsible for keeping up to date with any changes and developments in the R.E. curriculum, attending training where necessary to maintain high standards. They will then communicate these developments back to the larger part of the staff through training or other appropriate means of communication. The subject leader will be responsible for making sure adequate equipment and resources are available to deliver the subject.

The R.E. coordinator should strive to ensure all content knowledge gaps in understanding are addressed and the staff feel comfortable and prepared enough to deliver the R.E. curriculum, equipped with relevant and appropriate pedagogical strategies. Staff have frequent opportunities to work with the subject coordinator and complete reviews and audits of their subject knowledge and pedagogical practice.

The subject coordinator may review books or resources to make sure they have a strong overview of the state and successes of the subject across the school and allow them to review accurately. Pupils' voice is also taken into account with questionnaires, surveys and interviews with pupils informing how planning is adapted to ensure the best outcomes.

Monitoring may take the form of:

- Learning walks
- Lessons observations
- Teacher questionnaires, interviews and feedback
- Pupil voice, including discussion, questionnaires, interviews and evaluation
- Resource and subject audits
- R.E. book, floor book scrutiny

Meeting the needs of SEND children

At East Markham, we see it as vital to meet the needs of all children within the school, including those with Special Educational Needs and Disabilities (SEND). As far as it is appropriate, pupils with SEND will follow the same RE programme as all other students and we will aim to ensure learning opportunities will match the individual needs of children with learning difficulties. Teachers will take into consideration any levels of differentiation needed and in some cases, teaching and content may have to be adapted. When required, teachers and teaching assistants can be made available to support SEND children during lessons.

Links to other curriculum areas and relevant policies

R.E. has links to other curriculum areas, including English, History, Geography and P.S.H.E.

This policy links to other policies held at East Markham Primary School including

- Behaviour
- Anti-bullying
- Equality