

Bricknell Primary School



RE Policy



RE Policy

Subject Co-ordinator: Laura Hay

Curriculum Intent

At Bricknell Primary School, the teaching of Religious Education (RE) has been carefully considered to enable our pupils to become confident within all areas of RE. We strive to enable our pupils to develop mutual respect and understanding of/for all cultures and religions; gain the skills and maturity to make their own decisions and create their own values; challenge stereotypical views, racism and discrimination and to appreciate difference positively. Our curriculum aims to provide the children with a secure understanding of Religious Education through knowing about and understanding a range of religions and worldviews and learning to see these through the disciplines of Theology, Philosophy and the Social Sciences. We are committed to developing our children's awareness, understanding and respect for all cultures and religions.

At Bricknell, our curriculum is based on the Hull and East Riding Syllabus for RE, alongside this our RE subject leader has carefully worked to create a Curriculum Overview Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the RE Curriculum Overview, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil’s knowledge and skills. Within each subject, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge, skills, behaviours and attitudes required to successfully achieve in all areas of life. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long term memory. These key concepts compliment work carried out across the school in line with the Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and have the ability to be socially and emotionally equipped to enter KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge, skills, behaviours and attitudes taught.

Three lenses of RE (Key concepts):

A range of these ideas are explored throughout the units:

Theology

Theology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence. Pupils will be given opportunities to think about the beliefs and concepts underpinning different faiths, and where those beliefs come from. Consideration will be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything

- **Philosophy**

Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human. Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils will develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong.

- **Social Sciences**

Social sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

Second Order Concepts:

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Religious Education are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
RE	Significant people, places, events, places of worship, rituals, artefacts, books	Similarity and differences between faiths, beliefs, places of worship, rituals, artefacts, books	The impact of behaviours, attitudes, actions and language on others. Understanding morals in religious stories.	How religions and beliefs have changed over time	Understanding and respect for different faiths and beliefs	Demonstrate through use of listening and correct terminology a level of tolerance, empathy and understanding for a range of different religious beliefs, perspectives and views.	Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events

By the end of EYFS, children will:

- Consider what makes them unique and special.
- Look at different festivals (Christmas, Easter, Harvest, Eid, Diwali, Chinese New Year) and explore food and clothes linked to them.
- Introduce and use multi-syllabic vocabulary, such as religion, community, Christian.
- Listen to longer stories, remembering much of what happens.
- Read stories from religious traditions. For example: A wet and windy Harvest for Puddles, Puddles and the Christmas Play, together with The Tiny Ants and Seven New Kittens adapted from traditional Muslim stories (Gill Vaisey, www.booksatpress.co.uk)
- Explore places of prayer, worship and reflection and talk about what happens there.
- Talk about people who are special to us, who belongs to our family and look at photos. Celebrate belonging to a family and community, birthdays and naming ceremonies, meeting and talking with faith members from the community.
- Show care and concern for each other and the people in the community who help us.
- Explore the natural world and respond to questions such as What makes the world a wonderful place? Model and encourage responses to 'why' questions such as 'Why should we look after the world?'

By the end of key stage 1, children will:

- Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. (Y1)
- Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group. (Y1)
- Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. (Y1)
- Retell and suggest meanings for some religious and moral stories and say how they influence people today. (Y1)
- Consider and make responses to big questions from different worldviews. (Y1, Y2)
- Express ideas and opinions about moral questions of right and wrong. (Y2)
- Share ideas and examples of cooperation between people who are different. (Y2)
- Recall different beliefs and practices, naming key words, key figures and core beliefs. (Y2)

By the end of key stage 2, children will:

- Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today. (Y3, Y5)
- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. (Y3, Y4, Y5, Y6)
- Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. (Y3, Y5, Y6)
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. (Y4)
- Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. (Y4, Y5, Y6)
- Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair. (Y4, Y6)
- Offer some answers to ultimate questions from different religious and non-religious perspectives. (Y4, Y6)
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. (Y5)

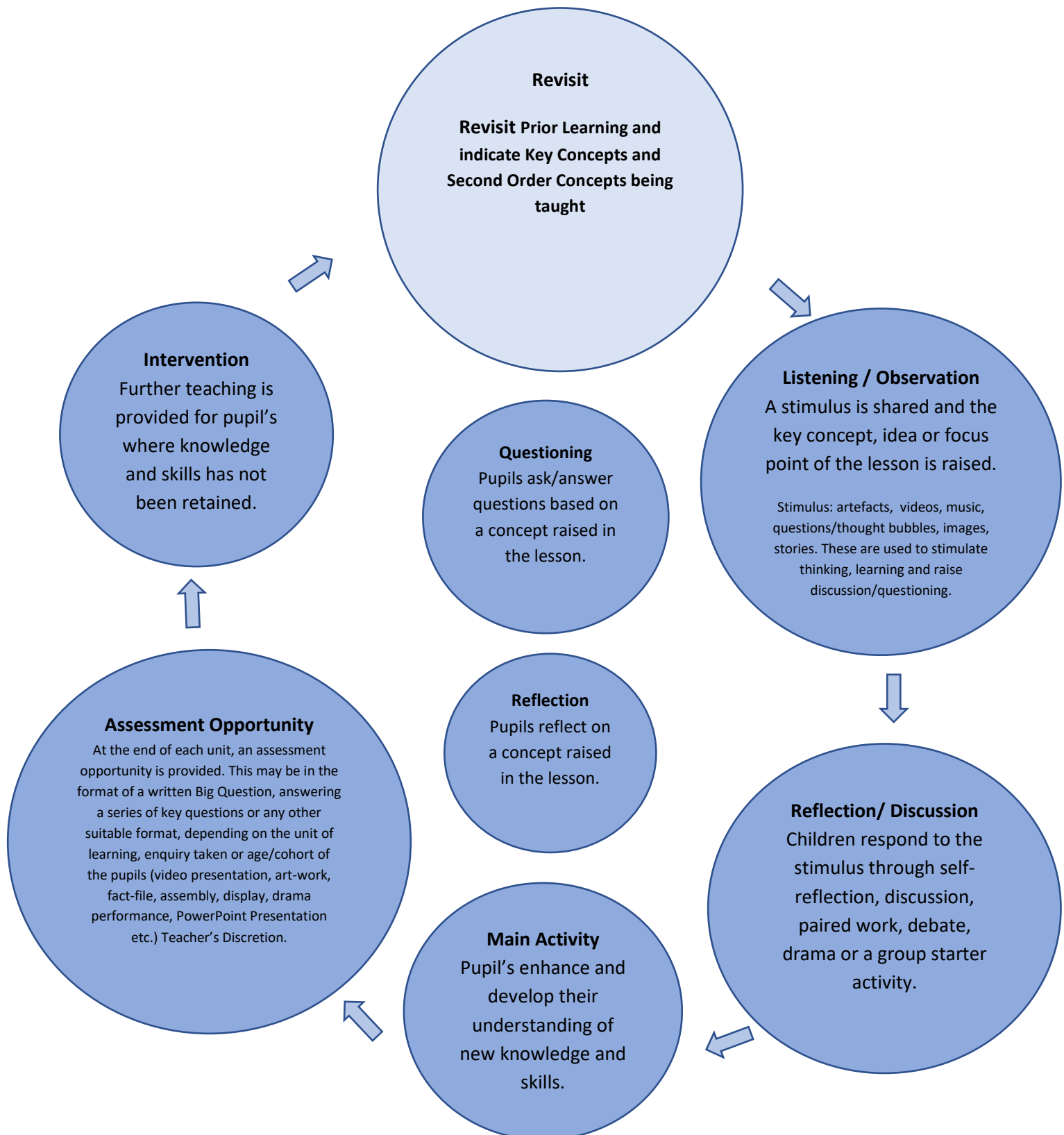
Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge, skills, behaviours and attitudes.

Within RE, the academic year is broken down into three units, per year group, across the year with an additional progressive unit covering Easter and Christmas.

At Bricknell, RE lessons will follow the same teaching sequence outlined below.



Reflection and questioning is an integral aspect of the RE lesson and opportunities for questioning and reflection may arise at different points in the lesson.

In addition to the discrete, weekly RE lessons, all pupils will be included in collective assemblies where visitors from local faith communities are invited into school and a range of festivals and celebrations discussed. Children will also be provided with opportunities to take part in whole-school celebrations based around Christmas, Diwali, Easter and Harvest.

Impact

A wide range of strategies are used to measure the impact of our RE curriculum.

In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

In KS1 and KS2, our teaching sequence allows children to respond to a 'Big Question' to assess the knowledge absorbed into the long term memory of pupils. Formative Assessments are also carried out by teachers after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out by using an internal assessment tool. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided.

Our Subject Leader will also monitor the effectiveness of the RE curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

The effectiveness of RE is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

RE is embedded throughout the curriculum and is evident across the school in a variety of different settings as well as in daily classroom practice. This is through developing the pupil's communication and collaborative skills, understanding and tolerance, behaviours and attitudes. This is enhanced by a range of visitors, school trips and field trips. This includes Rev. Cowan being invited in to celebrate Harvest Festival, Christmas and Easter annually, the Easter bonnet parade and Christmas activities such as nativities and carol concerts. In addition, pupils/parents and carers, are encouraged to share their own individual faiths, traditions and customs during our Thursday 'Visitor Assemblies'.

Cross curricular connections

RE should also be used across the curriculum as a stimulus for writing, art, history, ICT and geography or wherever else it is appropriate.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom and physical RE lessons and activities and reasonable adjustments will be made to ensure this. As part of the Hull and East Riding Agreed Syllabus for Religious Education, children will study RE through a range of places,

people and events. A range of activities will be easily accessible for all children to enable all, from the least to most able, to independently develop their curiosity and investigative skills.

Religious Compositions in Bricknell Primary School 2022

Non	448
Christian	126
Muslim	50
Not specified	19
Roman Catholic	16
Methodist	3
Other	3
Buddhist	2
Hindu	2
Jewish	1

At Bricknell, we tailor our RE Curriculum to meet the needs of our children. With that in mind, the two key religions explored in depth across Key Stage One and Key Stage Two are Christianity and Islam alongside the World View of Humanism. Buddhism, Hinduism and Judaism are explored within Key Stage Two, however, the RE curriculum has the flexibility and scope for many faiths and world views to be explored whenever suitable, relevant or worthwhile links can be made (subject to teacher discretion).

SEND

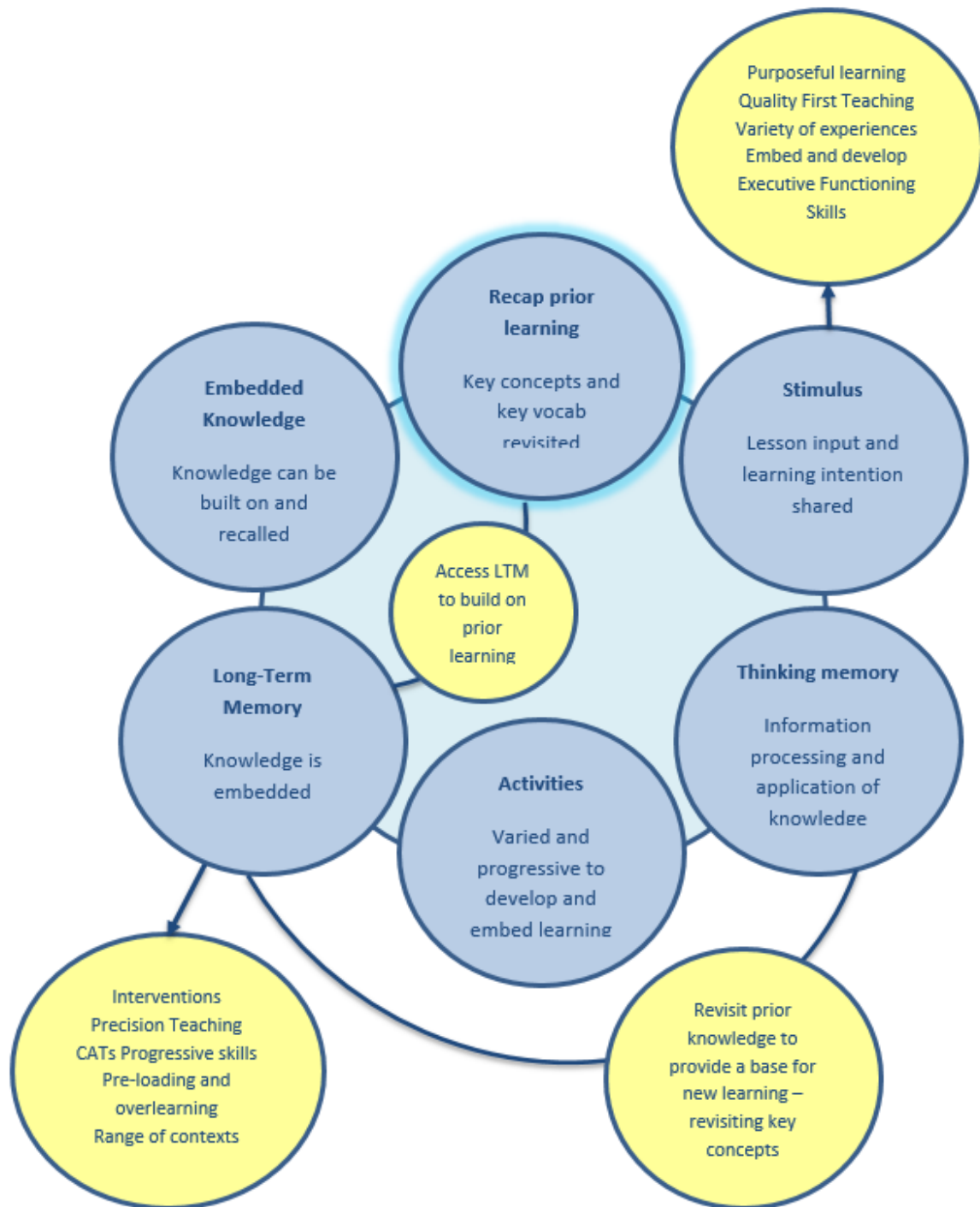
At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs RE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners "think

about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our RE teaching and learning, we should be aware of the following:

- Do we allow children to express creative and original thinking through RE?
 - Do we provide children with opportunities to reflect on their own religious experiences and those of others?
 - Do we make use of ICT to develop pupils' RE skills?
 - Do we provide children with regular opportunities to develop their awareness of other faiths?
 - Do we give children access to a variety of religious faiths and explore these deeply?
 - Do we allow children to express their feelings about RE?
 - Do we celebrate the religious faiths of those within our class/year group/school?
- Wherever possible, the RE team will evaluate, monitor and support RE teaching and learning throughout the school, against the standards set in the agreed syllabus.

Resources

There is a central bank of religious artefacts and books based on the major world religions in the Year 2 Classroom - 2HT. RE books are also available in the school library. The school also has links with local faith communities and members of different faith groups are invited into school to speak to the children and lead assemblies.

The RE coordinator has also made a purposeful, detailed planning document based on the objectives from the Hull and East Riding Agreed Syllabus to help aid planning and consistency across the school. In addition to this, the RE coordinator has made and distributed Knowledge Organisers to each year group, for each unit.