

# Milton Primary Academy

## Religious Education Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

### **Subject Vision:**

At Milton Primary Academy, our RE curriculum inspires and challenges pupils, equipping them with the knowledge and understanding that is central to living a prosperous, inclusive and inspiring life. It is our vision to enable children to become respectful citizens in a culturally diverse society and wider world. It is therefore essential that we also allow them to become confident in their core knowledge of worldviews, which not only shape our shared history and culture, but which guide their development. Fundamentally, our vision is to develop and stimulate the children's interest in RE, allowing them to express themselves in a variety of ways.

### **Principles of Outstanding RE**

**Principle 1:** Children are **excited and enthusiastic** about RE, as they are taught to **know more and remember more**.

**Principle 2:** Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

**Principle 3:** Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

**Principle 4:** Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

**Principle 5:** **Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

**Principle 6:** Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

### **RE Curriculum:**

We deliver Religious Education (RE) in line with the Stoke-on-Trent Locally Agreed Syllabus. We use the Discovery RE programme as our scheme of work. We have checked that Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance available to schools and academies.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences, using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunities to express their own thoughts and beliefs and empathise

with believers of that religion or belief position. Discovery RE is taught discretely in each year group (half termly enquiry).

### **EYFS:**

In the Early Years Foundation Stage, we teach RE through the Understanding the World strand of the Early Years Framework, which ensures that children develop an understanding of their community through opportunities to explore, observe and find out about people and places.

Ongoing RE experiences and opportunities are planned from the objectives set out in the Early Years Framework, and this underpins the curriculum planning for children aged 3-5 at Milton Primary Academy.

The experiences that we provide ensure that children develop a secure understanding of the world around them. By the end of the Reception year, children will:

### **ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps.

### **KS1 and KS2:**

The Religious Education in English Schools (Non-Statutory Guidance) aims to ensure that all pupils play a full part in their learning of RE:

- As learners, by deploying skills, asking questions and exploring answers.
- As individuals, using their own experiences and background to reflect on questions of truth and morality and deeper meanings of life and death.
- As citizens, promoting debate and dialogue, celebrating diversity, taking appropriate action and putting principles into action.

With this in mind, our programme of study for RE is derived from Discovery RE, and this clearly sets out which religion and key question will be taught and learnt at each point in the year for all groups. Each year group learns about Christianity and at least one other religion each year, whilst there is a focus on key themes throughout. During this process, pupils are also encouraged to make comparisons between the different religions, as well as to themselves as an individual.

### **Special Educational Needs**

Through the equal opportunities policy, pupils with special educational needs will be included in all Religious Education lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same Religious Education curriculum as their peers.

### **Assessment**

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.

- evaluation/critical thinking in relation to the enquiry question

**Formative Assessment (AFL):** During RE lessons, teachers are encouraged to assess the knowledge, learning and understanding of each of their pupils. This is primarily done through the use of questioning and the activities that have been planned by the teacher.

**Summative Assessment:** Each term, teacher's also make a summative judgment relating to children's knowledge and understanding of the RE that has been taught during lesson. This is recorded on the academy's tracking system, therefore enabling us to ensure that all learners are achieving highly, making good or better progress.

### **External Contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available. External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Units of learning are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

### **Monitoring**

Religious Education is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the Religious Education curriculum.

Lesson observations and book looks play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for Religious Education leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently inform future investment in CPD.