

Holly Hill Primary and Nursery School

Religious Education Policy

1. Subject Intent

General Statement

At Holly Hill we believe that a quality R.E (Religious Education) curriculum should enable pupils to express their own ideas and beliefs, asking and exploring significant questions so that they can engage seriously with a variety of beliefs and worldviews.

The R.E curriculum at Holly Hill enables children to:

- Ask and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- Have knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values, and identity.
- Develop a natural ability to discuss beliefs and worldviews so that they can participate positively in our society which is diverse in relation to religions and worldviews.
- Reflect on the impact of religions and worldviews on contemporary life locally, nationally, and globally.
- Gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority.
- Articulate clear and coherent accounts of their personal beliefs, ideas, values, and experiences while respecting the right of others to have different views, values, and ways of life.

Through our R.E curriculum we make links to our whole school curriculum intent statement. The aspects which are particularly significant to R.E are:

- Balance of knowledge and skills
- Emotional well-being and healthy relationships
- Rich vocabulary and quality texts
- Diversity
- Preparation for adult life and work

Specific Aims

The Agreed Syllabus for Nottinghamshire (2021-2026) outlines the following aims for R.E:

That pupils will know about and understand a range of religions and worldviews.
That pupils will express their own ideas and beliefs, asking and exploring significant questions.
That pupils will gain the skills needed to engage seriously with worldviews.

At Holly Hill the R.E curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Cycle A: Beliefs and Teaching</p> <p>Cycle B: Myself and caring for others</p>	<p>Cycle A: Celebrations and festivals</p> <p>Cycle B: Symbols in religious worship and practice.</p>	<p>Cycle A: Leaders</p> <p>Cycle B: Believing</p>		<p>Cycle A: Stories</p> <p>Cycle B: Belonging</p>	
LKS2	<p>Cycle A: Inspirational people from the past.</p> <p>Cycle B: Worship and Sacred Places</p>	<p>Cycle A: Religion, family, community, worship, celebration, ways of living.</p> <p>Cycle B: Religion, family, and community: prayer</p>	<p>Cycle A: Spiritual Expression</p>	<p>Cycle A: Symbols and Religious Expression</p> <p>Cycle B: The Journey of life and death.</p>	<p>Cycle B: Beliefs and Questions</p>	
UKS2	<p>Cycle A: Inspirational people in today's world. (5.1)</p> <p>Cycle B: Teachings, wisdom, and authority</p>	<p>Cycle A: Religion and the individual: Christians.</p> <p>Cycle B: Religion, worldviews, family, and community.</p>	<p>Cycle A: Beliefs and Questions: Islam and Hinduism</p>		<p>Cycle B: Beliefs in action in the world: The Kinder-transport</p>	<p>Cycle A: Beliefs in action in the world (5.4)</p> <p>Cycle B: Beliefs in Action in the World (6.3)</p>

Rationale

At Holly Hill, R.E coverage is organised in a way that, where possible, the unit of enquiry is linked to the topic. This is to enable pupils to see beliefs and worldviews as part of people's everyday lives, past and present, and fitting in within certain themes; for example, in Year 5 and 6 pupils will learn about how beliefs were put into action in the rescue of children on the Kindertransport during their learning about World War Two. Another example in Year 3 and 4 is learning about Moses within the Egyptians topic, so that children can make the link between an important person from the Bible and the Egyptian Empire.

It is also important that children have a sense of history, so they understand the cultures and customs of the time, when considering how people think about people from a Holy text.

In the EYFS, the themes and questions asked will be integrated into the whole experience of the child so that they are able to explore themes relating to their own lives.

2. Implementation

Teaching and Learning

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In R.E, key knowledge is knowledge that relates directly to the Nottinghamshire Agreed Syllabus 2021-2026. Progression of skills is mapped out in the syllabus content.

The delivery of R.E. will be by the class teacher. This is to enable relationships and understanding to be built between the children and the class teacher. The lessons will take place during the designated topic, or in some cases, discreetly, and will equate to 60 minutes a week for KS2 and 50 minutes a week for KS1 or less per week if RE days are taught throughout the year. This is to fulfil the legal requirement of hours taught in R.E.

The new Nottinghamshire Syllabus for R.E. was implemented in 2021 and represents the different religions and worldviews in Nottinghamshire. It has selective lines of enquiry for children to explore, thus, enabling them to develop their questioning and analytical thought processes.

Each R.E. session will give the pupils an opportunity to recap on the previous learning through a quick quiz or discussion. The final part of the lesson will be a pre-teach of the next session, so pupils have a chance to process any thoughts.

An effective R.E lesson would look like this:

A reminder to respect each other during the session, which will later build to a celebration of other's and their own beliefs.

A safe space to explore and answer questions; also, to speak about their own experiences.

Encouragement from the teacher to reflect on what they have learnt.

Recall from previous learning, especially religious terminology and names of practises, rituals, key people, and religious artefacts.

The right balance of knowledge and exploration is needed so that children have a sound understanding of other's and feel safe to discuss what is on their mind.

The elements of an R.E lesson would be as follows:

- Recall on previous learning for example, the three people of the Holy Trinity, the Five pillars of Islam, the Exodus of the Jews and Passover. This could be on the form of a quiz.
- Building on prior learning with new learning and discussion time.
- Exploring and asking questions about what they have learnt.
- Reflection and final thoughts.

Quality R.E. texts, pictures and clips will be used. Where possible, children should experience real places of worship and meet real people of faith. They should also have the opportunity to see faith in action in the community for example, local foodbanks and care for the elderly.

SEND

Sensory, Physical and Medical

Texts and pictures used in R.E. will always need to be of high quality and clear enough for visually impaired children to use. Quite often, religious texts can be quite complex so they will need to be in a pictorial form with less print. Text will need to be broken down into smaller chunks.

Some children may benefit from seeing clips of different religions and religions stories rather than listening to them. Celebration clips and religious music may be quite noisy and for these children, using ear defenders may be necessary for loud parts.

Some R.E will use artwork. Children with sensory issues may find this difficult so alternative activities will need to be provided.

Cognition and Learning

In R.E barriers could include:

- Not being able to visualise people from Holy texts long ago and how they impact people's beliefs today.
- Not understanding someone else's belief or view, if they do not have that experience.
- Not understanding the complexities of traditions and rituals carried out by people of faith.

To support children with Cognition and Learning needs in R.E., strategies could include:

- Visual cues to illustrate different stories and beliefs from Holy texts.
- More time to process an idea before asking them to move on to the next idea.
- Something sensory to hold, that makes them feel comfortable, so they have access to something special to associate with thinking.

- Time to ask questions that they have and answering in a skilled way is an important element of R.E. It may not be possible to answer all questions in a way that the child feels are satisfactory.
- Difficult issues may have to be discussed with parents, for example, conversations relating to death.
- If a topic is going to be particularly difficult, a pre-teach with a trusted adult would support pupils who have limited understanding.

Social, Emotional and Mental Health

In R.E barriers could include:

- Bringing up a child's own experiences and thoughts, (which is what we want children to be able to share.) However, some learning in R.E. can be particularly sensitive and could trigger different emotions in children. This needs to be considered individually by the class teacher, who has the knowledge of the child to be able to deal with this appropriately.
- A lack of empathy, caused by the misunderstanding of other people's beliefs.

To support children with Social, Emotional and Mental Health needs in R.E strategies could include:

- Promoting empathy. For children who find it difficult to articulate their thoughts in a sensitive way, they could perhaps be provided with something special they could hold to think, and later share their thoughts quietly with an adult.
 - A notepad to write thoughts down.
 - Giving the children who find some aspects upsetting, time out of the session and something they find comforting to hold.
 - Making sure that we take time to listen to children, so they are not carrying any unwanted thoughts or questions around with them.
- Make sure movement breaks are planned in for longer discussion sessions.

Communication and Interaction

As R.E is a subject that involves a lot of communication and interaction, it is important that children who find this difficult are supported in ways that are tailored to their needs.

In R.E barriers could include:

- Not being able to take in all the information in one sitting.
- Becoming overwhelmed with discussion.
- Finding other pupil's viewpoints upsetting or distressing if they do not share that viewpoint.

To support children with Communication and Interaction needs in R.E strategies could include:

- Shorter chunks of information to take in at one time.
- A timer to keep the length of concentration and discussion at a set time, so that the pupil has a visual cue of how much time is expected of them.
- The sensory objects mentioned in emotional and mental needs section.

- Brain breaks for the pupil so they can take time out of intense discussion.
Social stories to help children understand that other people have different viewpoints and to respect this.
Using a task ladder or now and next board to help define the structure of the lesson.

3. Impact

Assessment

In R.E we ensure progression through the use of knowledge organisers and the agreed Syllabus for Nottinghamshire.

In R.E we assess the children formatively using key knowledge reviews and quizzes, observations, and implementation of feedback policy. Each lesson in a sequence begins with a 'knowledge check-up', which provides opportunity for pupils to recall the key knowledge from the previous lessons in that unit.

In R.E we assess the children at the end of each unit. Assessment judgements are based on the evidence of knowledge in the child's 'end point'. In R.E an end point could be a written piece double page spread or a presentation. Each two-year topic cycle will also be evidenced with a shared workbook in R.E which can be used to assess the knowledge children have shown in class discussion. Staff will highlight the knowledge each pupil has demonstrated using the knowledge organiser stuck in their book.

Staff will use their assessment judgements to complete an evaluation of the learning in that unit, which is submitted to the subject leader. Where gaps or issues have been identified these will be acted upon through adaptation of later units, adaptation of planning and further knowledge reviews

Monitoring and Evaluation

- Evidence of work can be found in a child's book which they keep for two years across the key phase. It will also be found in a shared year group book where discussions and shared work will be evidenced.
- Subject leaders will use a combination of evidence from book looks, learning walks, environment checks and end of unit data to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use the unit evaluations to inform their action plans/ CPD offer etc.

What does the impact of R.E look like at Holly Hill?

Based on intent, children can openly and safely discuss theirs and others' beliefs and viewpoints, using the knowledge they have learnt and the experiences and beliefs they also carry.

The impact of teaching quality R.E lessons will enable the children to:

- Know about and understand religions and worldviews

- Express insights into the significance and worldviews
- Gain and deploy skills for engaging with religions and worldviews.

By the end of EYFS pupils will be able to:

- Talk about which stories are special and why.
- Know which people, places and times are special and why.
- Know who they are and how they belong
- Know how to care for living things and the earth.

By the end of KS1 pupils will be able to:

- Have an age-appropriate understanding of the Jewish and Christian faith.
- Recall festivals, artefacts, and symbols from these faiths.
- Recall key people from Judaism and Christianity.
- Show care and respect for others.
- Understand some stories of Jesus and stories from the Torah
- Understand why churches and synagogues are important to believers.

By the end of KS2 pupils will be able to:

- Know about the impact of people from the past in Holy texts.
- Understand beliefs and rituals in different religions.
- Know about different religious buildings
- Understand why prayer is important
- Understand how beliefs impact people today

This is within different religions and non-religious worldviews.

For detailed impact of each unit of learning, please refer to the Agreed Nottinghamshire Syllabus for R.E, which outlines the outcomes that pupils will achieve.

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