



# **RE Policy**

**Date: September 2023**

**Review date: September 2024**



## Policy Changes

Date	Actions
September 2021	Policy implementation
September 2022	No changes
September 2023	Reviewed and updated

## Subject Leader

Date	Subject Leader
September 2021	Donna Rigby
September 2022	Donna Rigby
September 2023	Donna Rigby



## Mission Statement

*At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.*

*High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.*

*We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.*

*At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!*

## Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Masefield, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

## Curriculum Intent for RE

The delivery of the RE curriculum at Masefield is rooted in the belief that it both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. At Masefield Religious Education also further supports our commitment to teaching and upholding fundamental British Values.

At Masefield, RE is taught as a discrete subject in order that the development of knowledge and understanding is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality RE teaching.

The school's long term plan for RE follows the guidelines of the Standing Advisory Council on Religious Education (SACRE) for Bolton and sets out the content of teaching within in each year group. This is supported by the school's RE progression document, which demonstrates learning outcomes within each strand of development within an RE unit. Medium term plans are taken from the locally agreed syllabus and short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the RE curriculum provides structured opportunities for pupils of any ability and level of development to:

- acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam and Judaism, each of which is represented in Bolton;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;



- develop the ability to make reasoned and informed judgements regarding religious and moral issues with reference to the teachings of the principal religions and non-religious world views;
- enhance their own spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
  - responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
  - reflecting on their own beliefs, values and experiences in the light of their study;
  - expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
  - recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

### **Teaching and Learning RE**

In addition to the structure and design of the RE curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

#### Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. This may accompany pupil workbook with photographic or video evidence of pupil work.

#### Knowledge Organisers

Each unit of work has a corresponding knowledge organiser which has been designed purposefully alongside the subject content and progression. These are used by all year groups in each lesson. They are used in a variety of ways in the classroom:

- To draw pupil's attention to the facts they will learn and how these fit into the bigger picture. This gives pupils a sense of perspective and coherence.
- To assess pupils understanding about a unit.
- To support learning at home through homework tasks and projects.
- To check previous knowledge by revisiting at regular intervals (knowledge days).
- To make clear links with prior and future learning.
- To ensure progression of key concepts and vocabulary.

#### Knowledge Days

The development of pupil's memory is an integral part of everything we do. Long-term memory is now viewed as the central, dominant structure of human cognition. Everything we see, hear, and think about is dependent on and influenced by our long-term memory. Therefore we must ensure pupils have the opportunity to develop their memory each day and give them activities that allow them to



practice previously learnt knowledge. Knowledge Days take place each half term. These are planned in advance so teachers have time to prepare resources

Pupils revisit learning using low-stake quizzes and presentations. LBQ is used for retrieval practice and group presentations are used to share understanding of a previously learnt topic. It is expected that each group within a class will focus on different areas of previously learnt knowledge then share their understanding of this with the rest of the class.

### Learning by Questions (LBQ)

LBQ is used as a diagnostic tool at the start of a unit of work in order to assess and revisit prior learning within a curriculum strand. It is also used as one part of the end of unit assessment. During knowledge days, LBQ is used to revisit and/or reassess previous learning.

### Providing first hand experiences

The development of pupil understanding is rooted in the provision of first hand experiences. This includes:

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in
- religious worship, encouraging respect and questioning whilst deepening knowledge
- parents; by valuing the family backgrounds of the children and making them part of the school community

### Right of withdrawal

Parents can request that their child is wholly or partly excused from:

- Receiving RE given in the school in accordance with the school's basic curriculum
- Attendance at religious worship in the school

The right of parents to withdraw their children from religious education (RE) lessons is set out in section 71(1) of the School Standards and Framework Act 1998, in paragraph 1. Requests should be made in writing to the school. The school must grant such requests and will do so at all times unless the request is withdrawn.

The rules that apply to withdrawing pupils from RE lessons do not apply to other lessons that look at religion. Where a request is made, the school has a duty to supervise the pupil but is not required to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises

Staff also have a right to withdraw from the teaching of RE. Where this is the case staff members should speak directly to the Head of School.



## Assessment

Progress and attainment in RE is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. The assessment of knowledge takes place through the use of Learning by Questions (LBQ). Pupils answer a series of questions specific to the strand of RE they have studied. This **retrieval practice** allows pupils to retrieve previously taught information from the long term memory. This is recorded on the cohort's RE tracker.

The RE tracker provides a cohesive picture of RE attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in RE across cohorts, groups and the whole school.

Through targeted intervention and revisiting learning through 'Knowledge Days', assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.

## Resources

The organisation and deployment of resources, including risk assessment, is the responsibility of the subject leader. Resources are kept centrally within the RE store cupboard. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing it after use. The class teacher should report damage to equipment to the RE Leader as soon as possible.

The locally agreed syllabus is an electronic document. Many accompanying resources are also electronic and these are found in the RE folder on the resource drive.

## Continuing Professional Development

In order to ensure the highest quality teaching and learning in RE, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the RE subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

## Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of RE teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the RE budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by RE to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of RE across the school



## **Spiritual, Moral, Social and Cultural Development**

The teaching of RE at Masefield:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, non-religious world views, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
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## **Equal Opportunity and Inclusion**

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged in RE at an appropriate level for the individual. The RE curriculum responds to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders & pupils.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Review**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.