

RE Policy

Status	Non-Statutory
Review cycle	3 years
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Name of Headteacher	Jo Wreford
Name of Chair of Governors	Annabelle Hughes
Published on website	Yes

INTENT

"Differences were meant not to divide, but to enrich" – J H Oldham

Through learning from and about religion, we want our children to become thoughtful, inquisitive, mindful and accepting individuals, who are able to demonstrate respect and an understanding of the people they meet, work and live alongside. Our Religious Education curriculum enables children to gain an insight into the religions that are reflected within Meadlands and our local community, and provides opportunities to discuss religion in a sensitive and respectful way. We see RE as a valuable opportunity for children to make connections between their own values and the values and beliefs of others.

Aims

Our aims for teaching RE at Meadlands are:

- To embrace and celebrate our diverse local community
- To ensure our curriculum is inclusive and respectful, acknowledging that each of our children are unique and we should be tolerant of each other's beliefs
- To encourage our children to be inquisitive about the lives and beliefs of others, developing inquiry based RE skills that allow them to become culturally aware of the world around them
- To inspire a love of learning and enquiry through excellent teaching practices, building on prior RE learning and allowing for repetition and progression of skills
- To celebrate religious individuals and understand how they have contributed to the wider world

Links to our school intent

Vocabulary:

- Strong focus on vocabulary in all learning units and on working walls
- Light boxes in classrooms highlight key vocabulary
- New vocabulary is investigated as a class and use of these words modelled effectively by staff
- High quality texts are chosen for each unit of work and for display on topic tables
- Reading aloud to children in RE lessons allows them to assimilate vocabulary and deepen understanding

Memory:

- Sequence of learning in each year group planned carefully to build upon what they have learnt in previous years
- 'Where have we seen this before?' slides used to revisit prior learning – from an earlier lesson in that year group's curriculum, or from a previous year
- Low-stakes quizzes used throughout units to engage learners, support recall of prior learning and assess knowledge and understanding

Wellbeing:

- Celebration of work through working walls and 'star writer' displays, publishing on Twitter, and whole school assemblies
- Opportunity for children to share their religion in assemblies or by visiting another class for a Question and Answer session
- Opportunity for children to share their own ideas, beliefs and opinions in a safe space where the ideas can be explored.
- The RE curriculum supports social, moral, spiritual and cultural development of all children – which impacts positively on behaviour and wellbeing of pupils

IMPLEMENTATION

Religious Education is a non-core subject within the National Curriculum (2014), but must be taught and included in the curriculum for all children in school. All children are given the opportunity to experience the RE Curriculum relevant to their Key Stage and year group.

At Meadlands, we follow the Richmond Agreed Syllabus for RE, which recommends that RE teaching should embrace the following three areas:

Knowledge

- develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical nontheistic traditions, such as Humanism
- enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures
- Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice and discrimination.

Skills

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Encourage learning from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses.
- Offer opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life.

Personal development

- Offer opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose of life.
- Enable the development of a sense of identify and belonging and the ability to flourish with pluralistic societies, locally, nationally and internally.
- Foster response for, and sensitive to, individual and communities of different faiths and beliefs

The Richmond Agreed Syllabus for RE also states attainment targets for children during each Key Stage, as listed below:

	Learning about Religion (AT1)	**Learning from Religion (AT2)**
During Key Stage 1	Children should be given the opportunity to: • talk about people and things that are special and important to them and to others; • use religious words and phrases to recognise and name features of religious life and practice; • recall religious stories, identify religious objects, artefacts and religious symbols; and • experience religion through art, drama, and music and discuss what they have seen and heard about	Children should be given the opportunity to: • give reasons for their likes and dislikes and identify what has an influence on their lives and on the lives of others; • begin to be able to express another person's point of view; • apply to their own lives the moral ideas that they have had, heard about and discussed in class; and

		• share things they find interesting or puzzling.
During Key Stage 2	Children should be taught: • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others; • describe the variety of practices and ways of life in religions, and understand how these stem from and are closely connected with beliefs and teachings; • identify and begin to describe the similarities and differences within and between religions; • investigate the significance of religion in local, national and global communities; • consider the meaning of a range of religious expressions, understand why they are important to religion and note links between them; • describe and begin to understand religious and other responses to ultimate, moral and ethical questions; • use specialist vocabulary in communicating their knowledge and understanding; and • use and interpret information and religions from a range of sources	Children should be taught to: • reflect on what it means to belong to a faith community, communicating their own and other responses; • respond to the challenges of commitment both in their own lives and within religious tradition, recognising how commitment to a religion is shown in a variety of ways; • discuss their own and others views of religious truth and belief, expressing their own ideas; reflect on ideas of right and wrong and their own and others responses to them; and • reflect on sources of inspiration in their own and others' lives.

Teaching

At Meadlands, we follow the local authority's Agreed Syllabus for RE – created by the Richmond SACRE (Standing Advisory Council for RE). RE is taught in discrete units, allowing children to achieve a greater depth of understanding of Religion and the world around them. RE is also taught through our English curriculum, with all classes learning about significant Christians and about the moral teachings of religious stories as a part of their English units of learning.

We believe our RE lessons should not only develop children's understanding of main world religions, but also those that reflect our local community. Christianity and Islam are therefore studied in greater depth than any other religion. The Richmond Agreed Syllabus also states that schools in Richmond upon Thames 'should ensure that more material is drawn from Christianity within each Key Stage than from other single religions or belief systems'. Therefore, every year group learns about the Christian faith during the season of Advent and in preparation for Christmas.

Learning across Key Stages

EYFS

Young children are naturally curious about the world and people around them, and so this is a vital time to begin to introduce important aspects of RE learning. In the Early Years, Religious Education is not taught as a discrete subject, however social, moral, spiritual and cultural teaching and learning is woven through all subjects and topics, and assessed within the Early Learning Goals of 'Understanding the World' and 'Personal, Social and Emotional Development'. Children in the Early Years are supported to understand and respect the differences between them and their peers - including in terms of communities, families, cultures and beliefs. As with all areas of our Early Years curriculum, this is taught using a cross-curricular approach throughout the year, both through adult-led activities and child-initiated play opportunities.

Key Stage 1

During this Key Stage, children develop knowledge, skills and understanding relating to the two main religions currently represented by families at Meadlands – Christianity and Islam – as well as being introduced to the Jewish faith. These three religions studied across the key stage are progressive in nature, allowing children to develop a strong foundation of knowledge and understanding. The final unit will pull together the children's understanding of what they have learnt, and apply it to a specific idea.

Key Stage 2

During this Key Stage, children develop knowledge, skills and understanding through deeper enquiry into known religions, focusing on Christianity, Islam, Sikhism, Hinduism and Buddhism. In Year 6, children also encounter secular world views, through a Humanism study. Children in Years 5 and 6 also deepen their understanding through comparative religious studies. The final unit will pull together the children's understanding of what they have learnt, and apply it to a specific idea.

Overview of RE units taught:

Year	Unit 1 Living the faith Workshop/trip included	Unit 2 Living the faith	Unit 3	Trips
R	Who travelled to Bethlehem?	RE learning is taught through a cross-curricular and thematic provision		
1	Why was Jesus an important person?	What is important for Muslim families?	Friendship (different religions)	Church/vicar to come into school
2	Why did angels announce the birth of Jesus?	Why do Jewish families celebrate Sabbath?	Beginnings and endings (different religions	Church/vicar to come into school
3	Is Christmas a Christian Festival?	What are the pillars of Islam?	Judaism	Church/vicar to come into school Synagogue
4	What does Art teach us about Jesus?	What does it mean to be Sikh?	Pilgrimage (different religions)	Church/vicar to come into school Mosque
5	Why is light an important sign at Christmas?	What does it mean to be Hindu?	Peace (different religions)	Church/vicar to come into school Gudwara
6	What do the scriptures say about the good news of the birth of Jesus?	What does it mean to be a Humanist?		Church/vicar to come into school Temple

Key

	Christianity
	Islam
	Judaism

	Hinduism
	Sikhism

Planning

RE is planned in units by class teachers and overseen by the RE coordinator. Planning takes the form of:

- **Knowledge organiser** – which outlines the knowledge to be taught, the vocabulary, significant individuals, links forwards and backwards in the curriculum, and ambitious outcomes for the unit
- **Mid-term plan** – breaks down the number of lessons to be taught, learning challenges, learning approaches, key questions, key vocabulary, and resources needed.
- **Lesson slides** – the plan for the individual lesson with the learning challenge and relevant information. These will include vocabulary and key enquiry questions.

Cultural capital



Assemblies

We use weekly SMSC assemblies as another avenue to learn about religions and spiritual teachings, and to celebrate our diverse community. Our assemblies may introduce religions that are not covered in the class curriculum, and are used as a platform for discussion and exploration of religious festivals and celebrations that happen throughout the year. We welcome people (children, families and visitors from the community) from different religious groups to visit Meadlands and share their beliefs and practices with the children.



Trips

At Meadlands, we recognise the importance of learning about religion from religious experiences. Therefore we organise visits to places of worship, where children are able to observe the religious building and artefacts first hand, and have the opportunity to talk to and learn from religious people. All year groups participate in at least one trip to a church, as well as a visit to an alternative religious building in Year 3 – Year 5:

- Year 3 – Synagogue
- Year 4 – Kingston Mosque
- Year 5 - Ealing Gurdwara





Cross curricular links

RE is taught as a discrete subject, however links across the curriculum should be made wherever possible – including embedding SMSC teaching in other curriculum areas.

SMSC

Religious Education naturally relates to and can make a huge contribution to the teaching of spiritual, moral, social, and cultural development. Our RE curriculum equips pupils with the skills and understanding that will

help them to understand their place in a culturally diverse school community and society, and be respectful to and tolerant of others. To read more about SMSC within the RE curriculum, please see pages 4 and 5 of the Richmond agreed syllabus of learning.

British Values

Within our RE lessons and wider curriculum, we actively promote British values including:

- **democracy**
- the **rule of law**
- **individual liberty**
- and in particular **mutual respect** for and **tolerance** of those with different faiths and beliefs, and for those without faith

Our RE lessons offer a structured and safe space during curriculum time for reflection, discussions, dialogue and debate. We recognise that all children have an equal right to be heard, and democracy is supported and modelled by the class teacher. All children will be actively encouraged to express themselves. Through our RE curriculum, children will examine the different moral codes and practices of multiple religions, and will consider questions about identity and belonging. Good RE teaching encourages our children to be increasingly respectful to others, and to celebrate diversity in terms of culture, faith and beliefs. To read more about British Values within the RE curriculum, please see page 6 of the Richmond agreed syllabus of learning.

Oracy

In RE, we believe that utilizing oracy allows children to engage with diverse perspectives, fostering understanding and tolerance for differing beliefs. It also allows children to explore the different religions we look at and focus in on their own lives and what they believe.

Some strategies are:

- Listening to and participating in stories, poems, rhymes and songs
- Using the strategy ***Agree, Build, Challenge*** to guide respectful discussions
- Questioning and encouraging children to ask meaningful and purposeful questions.
- Use of lollypop sticks
- Role play
- 'Think, pair, share' to encourage all children to share their thoughts.
- Choosing purposeful vocabulary and ensuring children understand it.
- Ensuring any key vocabulary is spoken by adults in the room to build understanding and encourage children to use it themselves.

Significant Individuals

It is important for children to investigate and celebrate the diverse group of people that make up our school, the locality and the wider world. Our carefully selected individuals represent a wide range of faiths and cultures, and are selected to inspire children to follow our school mottos: 'Work Hard & Be Kind' and 'Dream Big'. These are referenced in planning for most RE units.

Resources

A variety of RE resources which enhance our curriculum offer are available at Meadlands, including religious texts, artefacts and photographs. When needed, additional resources are purchased by the RE Coordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for an RE topic they are teaching. Please see *Appendix A* for a list of useful RE websites.

Equal Opportunities

At Meadlands, all children, irrespective of their faith background, are encouraged to take a full and active part in all RE lessons and activities. Staff must ensure that *all* children, irrespective of gender, ability, ethnicity, and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Some children with Special Educational Needs or Disabilities may need differentiated support, resourcing or learning activities in order to access the RE curriculum, and ensuring this support is in place is the responsibility of the class teacher.

Parental right to prevent their child accessing the RE curriculum

At Meadlands, we consider RE a very important part of the curriculum. It is broad, balanced and inclusive in its approach, and is provided to meet the needs of all children. However, parents do have the right to withdraw their children from RE lessons if they wish. In order to do so, parents must in the first instance share this with the class teacher in writing.

IMPACT

Through RE lessons and the completion of our RE curriculum, children will:

- Know more, remember more and understand more about a range of religions and belief systems
- Be able to articulate their own views about religion and make links between their own lives and those of others in the community and the wider world
- Feel valued and celebrated as individuals
- Feel safe to share their own beliefs with others, in an accepting and respectful environment
- Be able to demonstrate mutual respect of, empathy towards and tolerance of those around them
- Be equipped to live in a diverse and inclusive society

Assessment and recording

At the start of each new RE unit, children are given a question about religion, which will be explored during the unit. This question is answered by all children at the beginning of the unit and then again at the end, to demonstrate the progression in knowledge and depth of understanding.

There is no statutory end of Key Stage Two assessment for RE, but there is a statutory regulation to report to parents at least once a year about their child's progress. Staff use their professional judgement to gather evidence of the child's progress - using pupil voice, written work and observation of practical activities carried out through the year. This contributes to formative assessment, as well as summative. The end of year reports state the child's attitude to learning during RE lessons, noting if they have demonstrated an emerging, expected or exceeding attitude to learning.

Monitoring

The implementation for the RE policy will be monitored by the RE subject lead with reference to knowledge organisers, mid-term plans and lesson plans, children's work in books and displays. The subject lead will also be responsible for:

- Taking the lead in policy development and annual review
- Supporting colleagues in their planning and delivery of RE through staff meetings and 1:1 support
- Encouraging the professional development of staff
- Keeping up-to-date on local and national initiatives, including the Richmond Scheme of Work for RE, and disseminating this information
- Attending meetings and courses, which will inform future development of the subject

This will be overseen by the Curriculum Lead.

Appendix A *(This page will be continually reviewed and updated)*

Religious Education Council
https://www.religiouseducationcouncil.org.uk/resources/documents/re-activities/

RE Online
https://www.reonline.org.uk/

Christianity toolkit
https://request.org.uk/teachers/

BBC Religion
https://www.bbc.co.uk/religion/religions/

BBC Bitesize
https://www.bbc.co.uk/bitesize/subjects/z7hs34j

National Association of Teachers of Religious Education
https://www.natre.org.uk/resources/

RE Today (free RE stories for a range of faiths)
https://shop.retoday.org.uk/

The School Run
https://www.theschoolrun.com/homework-help/

Primary Homework Help
http://www.primaryhomeworkhelp.co.uk/religion/

Amazing Religious Buildings
https://theculturetrip.com/asia/articles/13-amazing-religious-buildings-across-the-world/
https://www.onlineschoolscenter.com/25-impressive-examples-religious-architecture/
https://archive.curbed.com/2017/12/22/16807810/beautiful-best-church-mosque-temple

Neasden Temple
https://londonmandir.baps.org/the-mandir/

The Golden Temple
https://www.goldentempleamritsar.org/

The Blue Mosque
http://www.bluemosque.co/

St. Paul's Cathedral
https://www.stpauls.co.uk/

Synagogues
https://www.cntraveler.com/galleries/2014-12-23/hanukkah-travel-synagogues-israel-new-york-city-buenos-aires-germany