



RE Policy

Swavesey Primary School
Middlewatch,
Swavesey,
CB24 4RN

Head Teacher: Anna-Claire Norden

Tel: 01954 273312

Email: office@swavesey.cambs.sch.uk

Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

School Aims and Aspirations for pupils:

In teaching RE our intent is for all children to be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. Our aim is to ensure that our children receive a balanced, open minded and comprehensive education. Our curriculum reflects the 'worldview' approach to teaching RE. ('Worldview' describes the way in which a person encounters, interprets, understands and engages with the world' Cambridgeshire Agreed Syllabus 2023 – 2028) We endeavour to ensure all pupils have a meaningful understanding of all 6 of the major religions and how these faith communities contribute and are part of our local, national and global community.

Our aims for our children are:

- to develop religious literacy;
- To develop the knowledge of, ability to understand, religion, beliefs, practices, spiritual insights and secular world views;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally and globally.

To do this our RE curriculum aims to develop pupils' skills :

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community links, and develop their personal position.

Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the Cambridgeshire Agreed Syllabus for Religious Education assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content

The Cambridgeshire Agreed Syllabus for Religious Education guides us to create, as a whole school, cross curricular learning experiences that complement the needs of our children and our community. Children in the Early Years Foundation Stage (EYFS) will follow the EYFS framework where a minimum of 30 hours teacher led-activities will be planned.

The Agreed Syllabus sets out Programmes of Study for KS1 and KS2: each stage building on the one before.

This consists of prescribed units of work.

The Agreed Syllabus for RE states that:

- Christianity will be studied in all Key Stages.
- The choice of which other religion(s) to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religion to be studied.

- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (Humanism) must have been studied.

There are two progression targets in RE. At Swavesey Primary School we aim to achieve a close relationship and a balance between these targets over a unit of work.

PT1 – Knowledge and Understanding of religion and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 – Responding to religion and worldviews.

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

The Curriculum is delivered by:

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the Cambridgeshire Agreed Syllabus and the aims outlined in this policy. Our school has a Religious Education lead, who is responsible for ensuring the implementation of this policy across the school.

Planning and Assessment

The 2023 - 2028 syllabus recommends that all key stages use an 'Enquiry and Experiential' approach when planning and delivering units of work. When planning our units of work we have ensured that we have a range of approaches to learning that match different types of enquiry, for example:

- 'Big Questions' are used as the focus of an enquiry
- we use experiential and creative activities where pupils can develop their insight into the 'experience' of religion
- we use reasoned argument and debate where pupils can explore controversial issues
- we use investigative and interpretative skills where pupils need to gather, analyse and present information
- we plan sequenced enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- the enquiry process allows pupils' to progress in RE and this progression is defined and assessed.

Using the progression documents

The Progression Documents are used to support teachers with the preparation of schemes of work. The progressions contain information on the important knowledge appropriate to each key stage, as well as suggestions for vocabulary, questions and activities. The progressions enable students to develop an understanding of the religion or non-religious worldview and what it means to live one's life as a follower of the religion or world view today.

Opportunities are made to relate, compare, and contrast the variety of beliefs and values and to make links between them. Pupils are also presented with the opportunity to reflect upon, evaluate, and critique what they learn, and make connections with their own lives and experiences.

Enrichment and the wider community

- At Swavesey RE is taught through specifically planned RE weeks. We endeavor to ensure that learning in RE is engaging, creative and a meaningful experience for all children. Links are made between subjects and enrichment activities planned; such as trips, visitors to school and special days. These often involve the churches in Swavesey, regular visits and assemblies from local religious community members, carol concerts as well as class / year group trips throughout the year.

Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

"Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this." Cambs Agreed Syllabus 2018-2023

Through activities, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes and the end of year and key stage statements as set out in the Cambridgeshire Syllabus. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment. Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each assessment criteria. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher.

Assessment data for both PT1 and PT2, based on the end of Key Stage Statements for KS1 and KS2 will also be collected by The Standing Advisory Council on Religious Education (SACRE).

Regular assessments are carried out against the EYFS framework, including Understanding the World. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of RE.
- Maintain resources and advise staff on their use.
- In conversation with the school manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

Early Years Policy

PSHE Policy