



# **INCLUSIVE LEARNING FEDERATION**

## **Bradwell Village School Religious Education Policy**

**Written by: T Branch**

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## **Religious Education Policy**

### **Introduction**

The school, in accordance with the 1996 Education Act, provides Religious Education for all pupils registered at the school. Religious Education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, Religious Education is taught in accordance with a locally agreed syllabus, in our case, that of Milton Keynes. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

We are fortunate in the UK to have one of the richest traditions of RE teaching in the world. The Milton Keynes locally agreed syllabus aims to serve as a tool for the growth in “religious literacy” amongst pupils in an increasingly diverse city, so that they can be confident in expressing their own religious understanding and respectfully learning from others of different religious backgrounds. This is for the common good and the peaceable future development of Milton Keynes’ communities.

### **Intent**

At BVS (Bradwell Village School) the teaching of Religious Education according to the MK Agreed Syllabus is approached with the following principles in mind.

- There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff.
- We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.
- All religions and their communities are treated with respect and sensitivity, and we value the links, which are and can be made between home, school, and a faith community.
- We acknowledge that each religion studied can contribute to the education of all our pupils.
- We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

We aim for all children by the end of year 6 to:

- describe and make connections between different features of religions, including celebrations, worship, pilgrimages, and the rituals which mark birth, death, and marriage;
- describe and show understanding of links between stories, beliefs, and practices of faith communities;
- describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship;
- show understanding of how beliefs, practices and forms of expression influence individuals and communities;
- show understanding of the challenges of commitment to a community of faith;
- explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, and sacred places;

- present their own and others' views to challenging questions about belonging, meaning, purpose and truth;
- identify ways in which diverse communities can live together for the wellbeing of all;
- articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair.

In Key Stage 2, the study of Christianity is developed and religious beliefs within Hinduism, Judaism and Islam are explored.

The curriculum for RE aims to ensure that all pupils:

- know about and understand a range of religions and world views, so that they can:
- describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning;
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion;
- gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values, and commitments clearly in order to explain why they may be important in their own and other people's lives.

### **Implementation**

RE at Bradwell Village School is outlined in the long-term plan, which details which units from the MK Agreed Syllabus are being taught in each year group. More detailed plans are contained in the medium-term planning produced by each year group. Weekly planning is then produced by the class teacher or individual teacher designated to teach RE in that year group. The planning ensures that every year group explores three different religions so that children have an understanding of multiple religions. The delivery of lessons in 6 weeks blocks allows children to slowly build on their knowledge each week.

There are links to geography as it is important for children to know where the religions originated and how they are now spread out around the world. In Year 6, children use maps and atlases to aid this. RE provides an opportunity for comprehension activities as they can

read an unfamiliar text and test their knowledge through retrieval questions. Maths can be explored through Islamic patterns as they use a variety of shapes and are symmetrical.

Children will develop a deeper and broader understanding of religions as they progress through the school. Their progression will be made through questioning and comparison of the religions that they have learnt about.

Planning includes adapted activities for abilities to allow them to access the curriculum and to have a deeper understanding. Marking and questioning are used to address misconceptions and further their learning. RE is taught by qualified teachers. Resources are appropriately gathered from educational sites and books. Some outside agencies come into lead assemblies.

### **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

### **Adaptive Teaching**

To enable all children to access learning, all lessons are adapted. The following strategies are used to adapt writing:

- Resources are closely matched to the individual pupil's level of ability;
- pace within and across lessons which ensures individual pupils move on at a pace to suit their level of understanding and learning needs;
- resources are used to support and deepen understanding and which are used in different ways depending on the needs of the individual pupil e.g., a variety of models and resources;
- self-selection activities which encourage the pupils to reflect on their learning needs and push themselves to meet new challenges;
- common tasks which are open ended activities/investigations where adapted learning is by outcome and linked to the support needed;
- additional teacher support to assist different abilities ensuring the pupils are suitably challenged in order to make progress.

### **Vocabulary**

At Bradwell Village School opportunities for the development of the vocabulary and phrases relevant to RE are provided during a range of activities and using a variety of resources – textual, objects and online. There is also discussion about the content of these texts and resources which enrich and develop the children's understanding of RE knowledge and

concepts. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words.

### **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Developing staff's knowledge and understanding of RE**

To enable the staff to deliver an effective curriculum for RE, the curriculum leader provides the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for curriculum leaders to lead sessions to develop class teachers' understanding of the RE topics planned for the term.

### **Assessment and Impact**

Formative and summative methods of assessment are used in RE. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. These targets are shared and verified by the teachers as necessary. They will also record what they have learned from their starting points at the end of every topic.

Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Reported data is based on the objectives, making this a crucial part of teachers' thinking and planning. Class teachers assess children's knowledge and understanding of RE prior to recording them on Insight. This data is then analysed and used to plan further actions to improve the provision of RE for all children.

### **Monitoring**

This policy is monitored through:

- lesson observations;
- learning walks;
- book scrutiny;
- the monitoring of planning;
- progress data.