



# **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.

### **Adaptations to the Curriculum for Pupils with SEND**

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

### **Individual needs**

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

### **Curriculum Planning**

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

### **Instruction and Working Memory**

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while

understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

SEND pupils have an absolute entitlement to the important knowledge they will need in life, for which RE plays a significant role. Careful task design can be useful in making the key aspects of RE lessons clearer and more accessible for pupils with SEND; those who find learning more difficult are likely to be disadvantaged by overly elaborate task design which can make it harder for pupils to give attention to what they should be learning.

### **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.