



**MELLERS PRIMARY SCHOOL
RELIGIOUS EDUCATION
MAY 2022**

National Curriculum

National Curriculum and the legal requirement to teach RE

“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- 🏆 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- 🏆 Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

And “All state schools... must teach religious education to pupils at every key stage.” (DfE National Curriculum Framework, July 2013, page 4).

Our school curriculum follows the locally agreed syllabus for Nottingham and Nottinghamshire and meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the Early Years Foundation Stage. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

Vision for Religious Education

At Mellers, we believe that Religious Education gives students valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development and supports an understanding of the spiritual, moral, social & cultural questions that surface again and again in their lives.

Through high quality provision we aim to ensure that our children:

- 🏆 Become responsible citizens, understanding the importance of tolerance and compassion
- 🏆 Be proud of their heritage and to value other cultures
- 🏆 Empathise with others from different perspectives
- 🏆 Be proud of individuality and stand up for what is right
- 🏆 Treat one another equally

INTENT

Aims and objectives

Religious education at Mellers Primary aims to ensure children:

A. 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;
- 🏆 Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and worldviews;
- 🏆 Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. 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;
- 🏆 Appreciate and appraise varied dimensions of religion2.

C. 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 communities to live together respectfully for the wellbeing of all;
- 🏆 Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Religious education at Mellers Primary promotes education for citizenship and is a key aspect of our role to promote the British Values of Mutual Tolerance, Respectful Attitudes, Democracy, The Rule of Law and Individual Liberty to our children.

RE curriculum planning

RE is a statutory foundation subject in the National Curriculum. We are using the 2021-2026 Agreed local syllabus for RE in Nottingham City and Nottinghamshire National Curriculum to adapt and develop our current planning (see below). As a result of adopting the locally agreed syllabus we are part of termly CPD and support through the local authority RE team and Nottingham Schools Trust.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the topics studied in each term during each key stage; this has been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by teaching staff with an emphasis on the knowledge and skills that will be taught and how they will be taught. RE is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. Knowledge organisers are used to share planning with the pupils.

The year group teachers create the short-term lesson plans for each session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

RE teaching focuses on enabling children to think not only from their own perspective but also global citizens. Teachers are well equipped with SACR approved guides to religions and

resources to ensure they have the subject knowledge needed. We place an emphasis on making RE a practical subject with visits, discussion, practical activities, songs and stories. We focus on helping children to build their knowledge but also think of links and connections and to empathise.

In planning and delivering RE lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🏆 Begin a lesson with a short review of previous learning
- 🏆 Present new material in small steps with student practice after each step
- 🏆 Ask a large number of questions and check the responses of all students
- 🏆 Provide models
- 🏆 Guide student practice
- 🏆 Check for student understanding
- 🏆 Obtain a high success rate
- 🏆 Provide scaffolds for difficult tasks
- 🏆 Require and monitor independent practice
- 🏆 Engage students in weekly and monthly review.

Early Years Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. **Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year.**

In line with the DfE's EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and Language

- 🏆 children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions;
- 🏆 use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- 🏆 answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities;
- 🏆 talk about how they and others show feelings;
- 🏆 develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- 🏆 children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;

- 🏰 work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously;
- 🏰 talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- 🏰 think and talk about issues of right and wrong and why these questions matter;
- 🏰 respond to significant experiences showing a range of feelings when appropriate;
- 🏰 have a developing awareness of their own needs, views and feelings and be sensitive to those of others;
- 🏰 have a developing respect for their own cultures and beliefs, and those of other people;
- 🏰 show sensitivity to others' needs and feelings and form positive relationships.

Understanding the World

- 🏰 children talk about similarities and differences between themselves and others, among families, communities and traditions;
- 🏰 begin to know about their own cultures and beliefs and those of other people;
- 🏰 explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- 🏰 children use their imagination in art, music, dance, imaginative play, rôle-play and stories to represent their own ideas, thoughts and feelings;
- 🏰 respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- 🏰 children access a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- 🏰 children recognise, create and describe some patterns, sorting and ordering objects simply.

The contribution of RE to teaching in other curriculum areas

RE enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding RE to support learning and teaching across the curriculum are identified in the school's planning format.

English

RE teaching has strong links to religious and cultural stories. The subject contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to RE topics for pupils to read. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

History

Across the key stages there are links to history and RE. The subject's complement each other to build a rich context for learning both subject areas. When children learn about important leaders in history, a connection to a faith or world view enables a deeper

learning. Similarly, when learning about specific times or events, understanding the importance of faith and religious practices helps to make the historical learning more concrete.

Personal, social and health education (PSHE) and citizenships

RE makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy sharing their own experiences and viewpoints. RE at Mellers promotes the concept of positive citizenship in our dedication to tolerance and respect for all. Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Special educational needs and disabilities (SEND)

At our school we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the Agreed Nottingham City and Nottinghamshire syllabus allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to RE. We enable pupils to have access to the full range of activities.

Resources

Through adopting the current agreed syllabus NST schools have access to a wide selection of online resources to support planning, teaching and assessing RE. The library is building up a good supply of topic books to support children's individual research and we also make use of topic collections from the Nottingham City Education Library service. We have curated a collection of artifacts that enable children to have concrete experiences whilst learning about Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. We have strong links with local places of worship and value learning through visits to them.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's

work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for computing is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of RE. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in RE within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in RE by making informal judgements as we listen to and observe them during discussions, visits, practical activities and written work produced for floor books.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The RE subject leader reports on:

- 🏆 recent development work
- 🏆 performance analysis
- 🏆 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date: