RE Policy

The Purpose of the Policy

RE is a foundation subject required by the National Curriculum and planned for by the Local Authority. This policy will outline the purpose, nature and management of how RE is taught and learned in our school. The policy will also clarify how we will assess, record and communicate the performance of our pupils in the subject as they progress through school.

The Role of the Subject Leader

All teachers at our school are responsible for monitoring standards in the subject but the subject leader, under the direction of the Headteacher and the Curriculum Lead, takes a lead on this.

Monitoring schedules are planned across the year, including:

- analysing samples of work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency;
- observing learning to ensure it is appropriately challenging & engaging; and
- informal discussions with teachers and children.

The subject leader also has the responsibility to take a lead in developing the subject further across school, by:

- creating action plans linked to priorities in the Whole School Development Plan;
- evaluating the action plan and amending - where necessary - on a termly basis;
- identifying and sourcing staff CPD in response to identified need;
- attending subject professional development opportunities; and
- sharing good practice through INSET and ensure the impact of this on outcomes for children, through monitoring.

Equal Opportunities & Inclusion

- All children will be given the opportunity to maximise their individual potential, regardless of gender, race, belief, ability, religion or talent. Activities planned both within and out of the classroom will provide suitable learning challenges for all children, matched to their previous experience, knowledge & understanding.

Religious Education Policy

"True religion is real living: living with one's soul, with all one's goodness and righteousness" (Albert Einstein)

INTENT

Here at Waterloo, we recognise that the locality and community in which we live in, is diverse and multicultural.
We believe that religious education plays a significant role for the development of pupils' spiritual, moral, social and cultural development. Our curriculum aims to engage, inspire, challenge and encourage pupils to both explore and appreciate other religions. Following the Tameside Agreed Syllabus, children are taught to listen and reflect, challenge their own thinking, develop a sense of identity and respect differences. Children learn through an enquiry approach to develop and appreciate traditions, cultures, faiths and beliefs all across the world.
At Waterloo, we aim to celebrate major religious holidays to help to further this respect and understanding whilst still acknowledging that the main religion across the UK is Christian. A strong sense of community is something we strive to maintain and we hope to equip children with the skills in which to become upstanding members of society.

5 key principles for R.E at Waterloo:

1. Understanding of the world we live in
2. Appreciation of others beliefs and traditions
3. Respect other people's view and opinions
4. Understand a religion's role in a person's life and how it has impact
5. Become upstanding members of the community

By the end of the early years, children will:

- Discuss and recognise members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special for members of their community
- Recognise that people have different beliefs and celebrate special times in different ways.
- Know some similarities and differences between different religious and cultural communities in this country

By the end of Key stage 1, children will:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.
- Retell and suggest meanings to some religious and moral stories.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Observe and recount different ways of expressing identity and belonging.

- Notice and respond sensitively to some similarities between religious and non-religious worldviews.
- Explore questions about belonging, meaning and truth.
- Find out about and respond with ideas to examples of cooperation between people who are different.

By the end of Key stage 2, children will:

• Describe and make connections between different features of the religious and non-religious worldviews they study.

- Describe and understand links between stories and other aspects of the communities they are investigating.
- Explore and describe a range of beliefs, symbols and actions so that they can better understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religious and non- religious worldviews.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion. Exploring similarities and differences between different religious and non-religious worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.

IMPLEMENTATION

At Waterloo, Religious Education is taught in accordance with Tameside Agreed Syllabus. Our curriculum is inclusive and enables all pupils to achieve well and work towards achieving high outcomes by the end of each Key Stage. The syllabus refers to religions and worldviews throughout. The term 'Worldview' encompasses a broad range of ideas, incorporating the religious and non-religious. It provides opportunities to experience and understand 'Organised worldviews' including traditional religions (Buddhism, Christianity, Hindu Dharma, Islam, Judaism and Sikhi) and 'Personal worldviews' which focuses on how we as individuals encounter the world and how it is shaped by experience and environment. It is taught from Early Years to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religious traditions represented in our local community and of that across Great Britain.

Teaching & learning

Curriculum Overview

Long Term Plan 2023-2024

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	(Believing) Which stories are special and why?	(Believing) Who is a Christian and what do they believe?	(Believing) Who is a Muslim and what do they believe?	(Believing) What do different people believe about God?	(Believing) Why is Jesus inspiring to some people?	(Believing) Why do some people believe God exists?	(Believing) What do religions say to us when life gets hard?
Autumn 2	(Believing) Which people are special and why?		(Believing) Who is Jewish and what do they believe?	(Believing) Why is the bible important for Christians today?	(Expressing) Why are festivals important to religious communities?	(Expressing) If God is everywhere, why go to a place of worship?	(Expressing) Is it better to express your beliefs in arts and architecture or in charity and generosity?
Spring 1	(Expressing) Which places are special and why?	(Expressing) What makes some places sacred?	(Believing) What can we learn from sacred books?	(Expressing) Why do people pray?	(Expressing) Why do some people think life is like a journey? What significant experiences mark this?	(Living) What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	(Living) What matters most to Christians and Humanists?
Spring 2	(Expressing) Which times are special and why?	(Expressing) How and Why do we celebrate special and sacred times?	(Expressing) How and why do we celebrate special and sacred times?	(Expressing) Why are festivals important to religious communities?	(Living) What does it mean to be Hindu in Britain today?		
Summer 1	(Living) Where do we belong?	(Living) What does it mean to belong to a faith community?	(Living) How can we care for others and the world, and why does it matter?	(Expressing) How do people from religious and non-religious communities celebrate key festivals?	(Living) What can we learn from religious about deciding what is right and wrong?	(Living) What does it mean to be a Muslim in Britain today?	(Living) What difference does it make to believe in ahimsa (harmlessness), grace, and umnah (community)?
Summer 2	(Living) What is special about our world and why?			(Living) What does it mean to be a Christian in Britain today?	(Living) How do family life and festivals show what matters to Jewish people?		

Organisation

At Waterloo, Lessons are taught in accordance to the Tameside Agreed Syllabus. We allocate 30 minutes a week for lessons alongside extra opportunities for R.E to be experienced throughout the year e.g religious visits both on site and off site.
Each lesson builds towards answering key questions of enquiry. Key questions focus on at least one religion and follow one of the 3 main strands; Believing, Expressing and Living.
Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
Expressing: Religious and spiritual forms of expression; questions about identity and diversity.
Living: Religious practices and ways of living; questions about values and commitments.

These key questions of enquiry allow children ample opportunities to share personal experiences and opinions in an environment where all voices are heard and respected. Lessons allow children to explore, investigate, question and challenge thinking based on the major religions prevalent to our local and wider communities. It is important for Waterloo that the Syllabus reflects the cultural climate that we are privileged to live in. Lessons are brought to life with engaging texts and religious artefacts. Links to local faith communities allow children to gain first hand experiences which helps to embed a deeper appreciation and understanding of those who choose to be part of a religious community.

Opportunities provided by Religious Education

There are many opportunities across school to cross link RE into. As Religious Education is a major part of many people's lives for different reasons, it only makes sense that this contributes to learning in other subjects. Geography, History, PSHE, Music, Art and English all provide children with opportunities for children to implement their knowledge and understanding already gained from their discrete RE lessons.

The Tameside Agreed Syllabus makes an enormous contribution to SMSC development, whilst understanding the importance of supporting Waterloo's overall ethos. The RE content, skills and resources are rich in SMSC. Examples of opportunities include: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as other views, offering activities which enable teamwork and trust and require empathy, a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation and provides a chance to explore Britain's rich diversity of religious, ethnic and geographical cultures.

The subject of RE offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

IMPACT

Our Waterloo Religious Education Curriculum, in accordance with The Tameside Agreed Syllabus ensures lessons are thought provoking, well planned out and challenging.

The children make progress by being given the chance to share their own experiences in a safe environment and by appropriately challenging and questioning peer opinions. Children are provided with key questions to answer and are part of a learning journey that allows them to understand the wider world and celebrate the diversity and religious beliefs of their peers, community and the wider world both children who come from religious backgrounds and those who don't.

We measure the impact of our curriculum by assessing children's understanding of each key question through various age-appropriate opportunities e.g. quizzes, questions to answer, written work, art pieces.

RE assessment is formative. Assessment informs teachers of children's knowledge and therefore impacts where to pitch the subsequent lesson. Children's progress is recorded throughout each unit, by assessing the pupil's achievement towards the knowledge and understanding of each lesson's key question. This is displayed on a cover page, which is located at the start of each unit, in the learning journey (class floor book).

Every child will be assessed against the key question. Children working below age-expectations will be recorded in the below column. Children working above age-expectations will be recorded in the above column. All other children are therefore assessed as meeting the age-related expectation. Here is an example of an assessment cover page:

Year 2

Who is Jewish and what do they believe?

Objective	Above	Below
I know what is precious to Jewish people.		
I understand what a mezuzah reminds Jewish people about.		
I know how and why Jewish people celebrate Shabbat.		
I can re-tell the story of Chanukah.		
I know what Jewish people think about miracles at Chanukah.		