



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

RE at Rokeby Primary School

Subject Leader and Author: Lucy Leech

Contents

1	Subject Statement
3	Assessment
3	Planning and Resources
4	Teaching and Learning in the Early Years Foundation Stage (EYFS)
5	Teaching and Learning in Key Stage One and Key Stage Two
6	Gifted and Talented pupils
7	RE and SMSC
8	Role of the Subject Leader
9	Parents/Carers
10	Safeguarding in RE

1. Subject Statement

Intent

At Rokeby, we are a diverse family that believes in celebrating individual uniqueness, and in supporting students in understanding and embracing personal and worldviews. As a school underpinned by Global Virtues, we want our students to feel supported in exploring individual beliefs, whether they be religious or non-religious, as well as developing a concrete understanding of other religious and non-religious views; thus enabling tolerance and mutual respect for others in the immediate, local and world community to develop. We believe religious education provides a fundamental platform for children to ask and challenge 'big' questions and explore real and abstract concepts through research, first-hand experience, debates and discussions, while enabling them to successfully and safely explore the Global Virtues of democracy, individual liberty and the rule of law required to embed successfully into society. It is our belief as a school that these creative and 'outside-the-box' ideas are vital for children to develop an inquisitive mind that challenges themselves and others in a way that seeks to understand and embrace differences.

We want our students to have the confidence and knowledge necessary to express themselves as fully informed individuals, who know the facts about, and within, different religions and worldviews. We want them to know...

A 'tolerant learner' knows about, has mutual respect for, and understands a range of religions and worldviews, 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.

A 'reflective learner' can 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.

A 'diplomatic learner' can 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.

Our Religious Education programme is underpinned by the Coventry and Warwickshire Agreed Syllabus 2017-2022 as well as the statutory guidance provided by the DFE.

Implementation

Religious education is taught throughout the year as a discreet subject to enable all units of study to be explored. It is paramount that the religious education taught be meaningful by being linked to the immediate, local and national environment: this is enabled through the use of the Coventry and Warwickshire Agreed Syllabus. The syllabus, which is the cornerstone of RE teaching within the school, is clearly mapped out for each year group so that progression, development of skills and knowledge remains at the forefront of our broad and balanced curriculum. Over a student's life-time at Rokeby they will explore the six main religions and build upon their knowledge during their journey in school, learning first hand, with visits to local places of worship, what religion looks like in a modern British society and within the Midlands. Cross-curricular learning is vital for children to understand the depth of RE within and across learning; for example, in art- by creating and painting stained-glass windows linked to Christianity; in computing- researching key religious figures, such as Martin Luther King Jr. and using this to create and present information; in English- reading and writing religious stories, creating leaflets about faith groups and in geography- looking at people and locations linked to key religious developments.

To support our celebration of RE within the school we place a significant focus on embedding Global Virtues within the ethos of the school to enable children to grasp and develop concepts of: democracy, rule of law, individual liberty, tolerance and mutual respect. A yearly celebration of Global Virtues within and across the Stowe Valley Multi-Academy Trust Schools, celebrates these key virtues, which is further supported by our PHSE curriculum.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

- Evidence collected from termly curriculum webs, children's work and pupil voice shows that a variety of religions are being taught across school from Nursery – Year 6.
- Children in Early Years enjoy exploring celebrations such as Diwali practically whilst in Year 3 more broadly children have created thought showers on who and why people celebrate religious festivals at all. In Year 5, children begin to look at different places of worship and their features. This is evident in learning journals, 2 simple and books.
- Pupil voice shows that children are beginning to use key terminology, when reviewing termly foundation assessments it is clear that a number of children are exceeding in the subject areas for that half term and so using and explaining relevant key terminology.
- Discussions with KS1 children show that it is apparent that they know some information about Christians and their beliefs but very little about other religions. This has been taken note of and will be considered in the next action plan for 21/22.
- It is evident that in KS2 children are beginning to look at life events and take different religious points of view whilst this still needs to be prompted by an adult. Learning in Year 6 shows that children are thinking about humanist values and morals and applying them to one another.
- It is apparent when looking at pupil voice that it is largely KS2 children who are able to name some main religions including Judaism, Christianity and Islam. Some children knew what RE stood for and children in Year 6 could recall key vocabulary such as reincarnation and could explain its meaning.

2. Assessment

Assessment for learning:

Our 'Progression of RE at Rokeby Overview' maps learning and objectives for the whole of the primary phase based on The Coventry and Warwickshire Agreed Syllabus, which is underpinned by the DFE statutory guidance

for RE. This document, alongside the stated syllabus, forms the foundation of RE at Rokeby. It provides class teachers with clear WALTs, progression across the primary phase and learning outcomes expected from the syllabus.

Children will also complete a KWL grid at the beginning of each new unit which is edited as the unit progresses.

Assessment of Learning:

Assessment is at the forefront of lesson planning. Class teachers will annotate their planning to show children's success at achieving learning objectives, allowing them to reflect on learning and use this to plan and adapt future planning to meet the needs of their own class.

During lessons, children are offered verbal feedback to support their achievement of objectives. Following this, where appropriate, written feedback may be provided to children to allow them to reflect on learning and apply it in further contexts.

After each unit is completed (these do not necessarily correlate with the end of half-terms), class teachers are responsible for completing an assessment document which demonstrates whether children are WTS (working towards), EXS (expected) or GDS (greater depth) - the terminology used by the syllabus breaks the learning outcomes into 'emerging, expected and exceeding'. This is then used to inform future planning for the following unit so that teachers can ensure children's knowledge is secure and that the children have the opportunity to thrive in this subject.

This information is then handed to the subject leader to support in the assessment and triangulation of the subject. Assessment, alongside planning and evidence is then used by the subject leader to ensure that progression is consistently happening across the primary phase. Designated RE books follow children through their time at Rokeby, allowing the subject leader to have an in-depth understanding as to how RE is progressing at Rokeby and using this to make any necessary adjustments to the teaching and learning of RE at this setting.

3. Planning and Resources

The foundation of RE at Rokeby is built upon the learning outcomes of The Coventry and Warwickshire Agreed Syllabus. Within this scheme, there are three areas: 'believing, expressing and living'. We follow the recommended units and year groups set out in this agreed syllabus. However, to ensure learning is unique to Rokeby, we have created our own 'Progression RE Map' document to work in correlation with the scheme. This progression map selects the key learning outcomes within the units and key questions by breaking them down into specific WALTs.

By following the syllabus at Rokeby, we ensure that a variety of religions are explored regularly over a child's time at the school. Thus, building on a child's knowledge and understanding of a crucial subject, to enable successful tolerance and mutual respect in life outside of school.

By following this scheme and exploring such important cultures and beliefs in the local area and wider community, we foster an appreciation of diversity, an acceptance of equality and a keen interest in exploring places of worship. During a child's time at Rokeby, they will have the opportunity to put their learning and appreciation of uniqueness into practice by visiting places of worship for the six main religions.

The scheme provides class teachers with lesson ideas, links, key questions, stories and advice on delivering in-depth lessons about the main six religions. The SACRE send out regular updates on the different religions and further resources that can be used.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

In essence, the Early Learning Goal that Early Years R.E is trying to foster is positive attitudes to diversity and difference by giving children an introduction to a range of cultures and enabling every child to feel valued and

included. We encourage children to talk about themselves, their families, homes, friends, special times, pets and compare similarities and differences between children's experiences.

At Rokeby, we use activities such as Autumn, Winter and Spring "Welly Walks" to develop children's interest, curiosity and sense of awe and wonder about the world.

In teaching about festivals, celebrations and traditions, we use a multi-sensory approach which could incorporate:

- Creative activities - such as creating self-portraits, CD diya lamps, Christmas cards, Chinese dragon masks, Easter headbands
- Music - listening to music from different cultures and singing songs linked to a range of celebrations
- Dance - such as Diwali dances, the Chinese dragon dance
- Cooking - such as making mince pies, Chinese moon cakes or Easter nests and tasting food from different cultures such as an Indian banquet
- Role Play - themed role play areas
- Looking at and talking about photos, film clips, books and artefacts including objects brought in by staff and by the children
- Visits and visitors
- Small World Play such as Nativity figures in the Tuff tray
- Talking about feelings and reflecting on feelings such as thankfulness linked to Harvest time
- Using stories, storytelling, puppets, drama and dressing up.

To ensure RE is structured in a meaningful way, some activities may be carpet sessions as a whole class such as listening to the story of 'The Little Red Hen' linked to Harvest or teaching the story of Rama and Sita. Some activities may be adult supported group activities, such as acting out the story of Chinese New Year or cooking activities.

Activities can be spontaneous child-led ones, such as sharing news of special family moments (birth of a new baby, family wedding/celebration etc) or a child talking about how he/she celebrated their birthday. On the other hand, activities can be child-chosen including those available in the indoor and outdoor areas as part of the continuous provision such as role play, small world play, drawing, painting and making activities in the craft area, or they can spring from a child's interest, such as a fascination in something. In EYFS, activities can form part of a themed week that has been planned to link to a festival such as Diwali, Christmas or Easter or a celebration such as Chinese New Year. They may even be themed around a story such as 'The Little Red Hen' or 'The Enormous Turnip' which are used as a basis for learning about Harvest. Finally, activities can arise from a visit such as going to the local greengrocer's at Harvest time or visiting the Festival of Trees at the parish church at Christmas.

6. Gifted and Talented Pupils

Although RE is based upon the County's syllabus it is a very personal subject that allows children to flourish in developing many life skills required to embed successfully into the wider community.

Within this subject children may have a particular talent in a given area or in all of the subject. To ensure that teachers support children in asking those 'big questions', as well as exploring those different and possibly difficult ideologies, assessment of learning happens at the end of every lesson-as stated above; planning is annotated and children with strengths are identified so that they can be further supported to deepen their abilities and talents in a given area they are particularly gifted in. This regular assessment allows for clear differentiation and supports teachers to monitor progress and attainment in the subject. Those children who have a particular gift in the subject are supported to 'think outside of the box'- use their Global Virtue ideas to discuss, debate and accept opinions and ideas that may be different to their own, to prepare them for life in a culturally diverse society.

To further support those children, who have talents and interests in religions and the impact it has on our local and wider community, each year, children will have the opportunity to visit a different religions' place of worship to embed knowledge and further support acceptance of a multi-cultural society.

5. Teaching and Learning- Key Stage One and Key Stage Two

At Rokeby, RE is taught as a stand-alone subject, in line with the DFE statutory guidance.

RE is broken down into four-five units per year group, dependent upon the learning required by The Coventry and Warwickshire Agreed Syllabus. Therefore, the units do not run to the end of each half-term specifically, instead, they may roll over into the next half-term. Each unit is broken down into a group of lessons- 1 lesson per week until the unit is complete. Each unit ranges in the number of lessons expected dependent upon the key questions explored within that unit.

During learning, a WALT is introduced or a 'hook' to grasp children into their current learning. A recap over previous knowledge happens to ensure knowledge is embedded and built upon.

As children are exposed to more religions across the primary phase, they will have the opportunity to visit the six main religions' places of worship to bring real life practices to the forefront of their minds and to support in developing an understanding of religions in life so that mutual respect for all becomes a natural way of life.

7 RE and SMSC

Spiritual Development in Religious Education

Children experience and search for meaning, purpose in life and the values by which we live. In learning about different religions and why people believe, children have the opportunity to learn from their own and others experiences, to reflect on and interpret spirituality in their own lives and discuss and reflect 'big' questions. Children develop their self-knowledge, self-esteem and self-confidence.

Moral development in Religious Education

As soon as children start school they learn about shared and differing moral values, right and wrong, good and bad, before developing the skills to enable them to debate on these topics. Children discuss issues such as people's responsibility towards the world and future generations. Children have opportunities to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

Children are given the opportunity to recognise the difference between right and wrong, and readily apply this understanding in their own lives and at school.

Social development in Religious Education

Children explore similarities and differences in religions and cultures. Through the study of different religions, Children are made aware of the similarities and differences they may have with other Children in their class. This helps them to work inclusively and cooperatively.

Cultural development in Religious Education

Children learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

8. The Role of the Subject Leader

As the RE subject leader, the main roles are to support the school, staff and children in developing an in-depth understanding of other religions and ideas to enable acceptance, tolerance and respect to develop in our culturally diverse school.

The subject leader will:

- Review RE at the end of units- this will vary from year group to year group
- Monitor books/work and explore this in correlation to planning, the scheme and the Progression RE Map
- Pupil voice- hearing the children's views on learning, vocabulary, religions and non-religious ideas explored and feedback
- Maintain high quality, vibrant RE displays around school to promote an embedded acceptance of diversity
- Undertake learning walks and lesson observations- to identify strengths and weaknesses in teaching to further plan how to support the school, staff and children
- Deliver CPD training sessions for staff and subject leaders
- Ensure an abundance of resources to allow hands on learning
- Support Continuous Professional Development (CPD) for all teaching staff
- Work with other schools within the MAT to develop RE across the school and academy trust
- Arrange trips to different places of worship as well as to local churches at Easter and Christmas time for specific year groups, on a rolling programme
- Arrange for the Methodist church to run annual Prayer Spaces in the school for all year groups.

9. Parents/Carers

To ensure parents/carers are aware of their child's/children's development in RE, Rokeby involves parents/carers in the following ways:

- Parent workshops, each half term, allow class teachers to 'show off' children's learning
- End of year reports feedback on all foundation subjects- attainment and progress
- Parent's evenings are held twice a year, in which parents/carers are provided with feedback on current strengths and areas to further develop
- Open afternoons allow parents/carers to explore books and showcase all the learning and progress that has taken place.
- If parents need to contact staff, they can also do so through communication books, Class Dojo and email, if they have any questions or concerns.

10. Safeguarding

Safeguarding in RE

Nurturing, respecting and caring for children are part of the teachings and values of all major faiths. It is also something that we take very seriously at Rokeby Primary School.

- Children have the right to feel safe all of the time which is why at Rokeby in RE our children are taught to be respectful, tolerant, curious, empathetic yet challenging.
- In Early Years we encourage all children to celebrate different beliefs practically in an environment where they feel safe and excited to explore. We look at 'Which times are special and why?' and celebrate through, music, cooking and dance.
- In KS1 we welcome respectful conversation regarding all backgrounds, faiths, cultures and religious beliefs. We are very fortunate that all our classrooms are enriched by a variety of these. We are sensitive when addressing questions such 'How should we care for others and the world, and why does it matter?' and take all children's backgrounds into consideration when discussing such questions.
- In KS2 we encourage children to be challenging yet empathetic as they tackle tough moral questions such as 'What can we learn from religions about deciding what is right and wrong?' We encourage children to seek out an adult they feel safe talking to if they want to raise anything discussed in the lesson in private.
- We highlight our trust's Global Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Rokeby staff are fully trained in safeguarding and PREVENT and take responsibility to protect children from harm. This includes becoming radicalised and/or being exposed to extreme views.