

Southam Primary School



Religious Education Policy

Chair of Governors signature

N. Keates

Headteacher's signature

E. Lapan

Ratified: July 2024

Review: Summer Term 2025

Person responsible for overseeing the implementation: Headteacher



Stowe Valley
MULTI ACADEMY TRUST

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Southam Primary School RE Policy

At Southam Primary School we pride ourselves on the outstanding curriculum that we offer our children.

Rational:

Children are at the heart of our school. Everything we do is aimed towards helping our children develop as individuals and to equip them for life in the future. Our purpose is to give each individual child every opportunity and encouragement to achieve their full potential intellectually and physically; to develop emotional, social, spiritual and moral values; and to become a valuable citizen.

Aims:

Our curriculum design meets the needs of every child allowing them to continue to get better. We promote imagination and creativity through a challenging curriculum where learning is durable and transferrable and children are encouraged to make connections, apply and reason. We recognise happy, calm confident learners are able to flourish and thrive. To encourage and promote these positive learning behaviours our learning traits (concentration, co-operation, curiosity, determination, enjoyment, imagination, practising and improving), emotional health and well-being embody the aims of our curriculum. Through immersion in these lifelong learning skills our children will have strong interpersonal and communication skills, which will enable them to become responsible and active members of our diverse society.

Learning is rooted in the needs and context of our community and learners. The foundations of our curriculum are rooted in quality first hand experiences, designed to secure knowledge and skills by encouraging all our learners to dive deeper in their learning so each individual grows and achieves their true potential.

RE Curriculum

INTENT

We want our pupils to have a strong knowledge of their own worldviews and to show an understanding and respect for worldviews of other people.

Pupils will explore a range of worldviews which describes the way in which a person encounters, interprets, understands and engages with the world. Pupils will be given opportunities to reflect on their own beliefs and practices, as well as those from other religions. Pupils are encouraged to ask questions, share their thoughts and feelings all whilst showing respect and understanding of others. Children at Southam Primary School are able

to think for themselves and our school's values of Individuality, Respect and Pride are embedded throughout the RE curriculum.

IMPLEMENTATION

We want teachers to deliver a consistent, progressive RE curriculum with confidence, so that pupils can build on their learning and show a secure understanding of different religion and worldviews.

At Southam Primary School, we follow the 2024 agreed syllabus (Warwickshire SACRE – Standard Advisory Council on Religious Education) scheme of work. Together, the RE co-ordinator and teachers follow the unit pathways to facilitate a research-based enquiry approach; this will ensure continuity and progression from EYFS to UKS2. Staff can be guided further through the extensive planning and resources provided. The units focus on 7 core areas;

- Belonging and Believing
- Wisdom and Guidance
- Personal Responsibility
- Living Well
- Authority and Power
- Changes
- Grand Narrative

Delivery through these concepts ensures that pupils develop deep knowledge of religion and worldviews over time through the development of disciplinary knowledge and skills. Pupils will study three types of worldviews in RE; Organised/Institutional, Communal and Individual. Pupils will be given the opportunity to experience a range of religions and worldviews first hand through our own school community and families, links to St James Church, Coventry Cathedral and The Islamic Exhibition (this is not an exhaustive list).

IMPACT

We want pupils to be knowledgeable about a wide range of religions and worldviews, be able to speak confidently about their beliefs and those of others and to demonstrate understanding and respect.

A carefully designed and well sequenced curriculum allows our pupils to deepen their knowledge each term and build on prior learning so that over time pupils can do more with their knowledge. Pupils speak highly about their experiences of RE at Southam Primary

School and demonstrate progressive skills throughout the year groups. They are proud of the work they produce and samples work across the school can be found both in classrooms and on display around school.

BRITISH VALUES

At Southam Primary School we value the diversity and backgrounds of all children, families and the wider community. Our school reflects British Values in all that we do. We aim to support and nurture our children on their journey through life so that they can grow into responsible, tolerant, caring adults who make a positive difference to British society and to the world. We encourage our children to be unique, open minded and independent, respectful of themselves and of others in our school, our local community and the wider world.

Our RE curriculum supports each of the British Values:

- **DEMOCRACY** – Children are encouraged to develop an open mind in an environment where enquiry is encouraged and questions valued. Children are empowered to make meaningful contributions to decisions that directly involve themselves; surveys, focus groups, school council.
- **THE RULES OF LAW** – Children are supported to distinguish between right and wrong. Children develop a clear understanding of the differences between the law and varying beliefs.
- **INDIVIDUAL LIBERTY** – Children are encouraged to be independent learners, to make their own choices in a safe environment and to take responsibility for their actions. Stereotypes are challenged and a strong anti-bullying culture is embedded where children are encouraged to challenge any form of bullying. We have a safe and supportive environment where positive self-image and self-esteem are nurtured.
- **MUTUAL RESPECT AND TOLERANCE** – Children show respect to each other and diversity and equality are valued. Children discuss their understanding of other cultures, faiths, ethnicity, disability, gender and develop respectful attitudes. Through celebrations our children acquire a respect for their own and other cultures. Links, visitors and visits are actively promoted with local faith communities and places of worship. We offer a culturally rich and diverse curriculum in which a range of religions, national and global communities are studied and respected.

We believe that these values should be celebrated throughout the year through our whole school assemblies and events. Furthermore, we teach these values throughout our curriculum, in all subjects, rather than in isolation. The British Values, are also a focus within our RE curriculum and are referenced throughout the SACRE unit by teachers.

Differentiation/SEN: The RE curriculum provision is for all children. Inclusivity and diversity is part of its philosophy. Staff tailor each lesson to meet the needs of the children and reflect the communities within our school. To support this differentiation, many SACRE unit lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Provision is inclusive of all pupils and consistent with the 2010 Equality Act.

Safeguarding: Teachers and all adults working in class are aware that sometimes disclosures may be made during RE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one before or after the lesson. It is important to allow the time and appropriate staffing for this to happen.

Assessment: The assessment criteria focuses on *how* children learn. Assessment grids are provided for each phase EYFS, KS1 and KS2. The assessment system is driven by disciplinary knowledge and skills. This means that substantive knowledge can change, be updated and grow as the world does but the assessment system remains secure.

Reporting to Parents/Carers: The teacher reports learning progress to parents/carers at the end of the year. The assessment descriptors are used as a starting point when considering children's levels.

Monitoring and evaluation: The RE lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of SACRE units effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Work and planning trawls
- Staff meetings to review and share experience
- Pupil/Family consultations
- MAT meetings with other schools to evaluate the teaching and learning of RE
- Pupil interviews
- CPD for the RE lead.

External contributors: At Southam Primary we have several contributions from the local community to enrich our RE curriculum, including our close relationship with St James' Church, Southam. We also refer to the list of local external visits through the SACRE.

The Learning Environment: Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. Inline with our PSHE policy, this needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy

Answering Difficult Questions and Sensitive Issues: Staff members are aware that views around RE related topics are varied. However, while personal views are respected, all RE topics are taught without bias using the SACRE planning. Units are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that RE should meet the needs of all pupils, answer appropriate questions and offer support whilst supporting and reflecting our school community at Southam Primary.

Links to other policies and curriculum areas: We recognise the clear link between the RE curriculum and the following policies and staff are aware of the need to refer to these policies when appropriate.

- PSHE curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Dissemination: This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues: As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named designated safeguarding lead (Miss Longworth) who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of

the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Policy Review: This policy is reviewed annually.