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Establishment Number: 3821

Local Authority Code: 895  
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

# Federation Curriculum Policy

## Religious Education

Reviewed: October 2022

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: October 2024

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## Intent

At the Cheshire Federation, we believe it is important for all pupils to learn from and about different religions and non-religions, so that they can understand the multicultural world around them. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of different religions and world views in the local, national and wider global community.

It is important to us that we display positive attitudes towards different religions. It is imperative that we promote respect, one of our school rules, and tolerance, a key British Value, as we believe it is important for pupils to have the ability to accept the different religious beliefs we all have. With this, we encourage our pupils to ask questions about our world and reflect upon their own experiences and values and learn to appreciate how Religious Education can shape life and behaviour.

## Implementation

At our schools, Religious Education lessons are taught using the agreed Cheshire East Syllabus 2022, but bespoke to our schools. Christianity is the chosen religion for study. Judaism, Islam and Hinduism beliefs are also taught throughout the school and compared with non-religions such as Humanism. Lessons are planned to demonstrate progression and children recap and build on their prior knowledge. All religions are treated with the same respect and value and children are encouraged to share their own experiences and be insightful to others. Religious Education at our schools does not compromise the integrity of a child's own religious position but simply develops their knowledge and educates them on the beliefs of others in the pluralistic society that we live in. The Religious Education curriculum is balance of theology, philosophy and human and social sciences to encourage children to think in a variety of different ways. To achieve a balanced curriculum, it is organised into 6 key threads: Authority, God the world and self, Personal Belief, Marking Life's Journey, Belonging and Religious/non-religious Worldview in the Wider World. Throughout the study of all religions, artefacts, story-telling, drama, the exploration of sacred texts and visits with a religious focus are used to engage learners. On a daily basis, children also participate in collective worship which promotes positive and respectful attitudes. During these sessions, children have a focus to think, talk or even sing about with their peers. Through this collective worship, children are able to ask respectful questions to further their understanding and again, build up a tolerance of the diverse community and world in which we live.

## Impact

At our schools, we ensure that all pupils are educated to develop spiritually, academically, emotionally and morally and are supported in their learning. Our Religious Education curriculum extends a child's knowledge and understanding of different religions and non-religions, develops an understanding of religious vocabulary, allows them to apply a range of knowledge and facts, reflect upon a variety of questions of meaning, while offering their own sensitive and informed insights, and to appreciate and understand the ways in which people worship. At our schools, we pride ourselves in our pupils gaining a better understanding of themselves and others and to cope with the challenges and responsibilities of living in a forever changing, multicultural world.

Our Religious Education curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress and meeting end of key stage statements. The impact of the curriculum is also measured through the following methods: a reflection on standards achieved against the planned outcomes, pupil discussions about their learning, work scrutinies and lesson observations

Our **curriculum plans** in religious education **are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The Religious Education curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards end of key stage statements.

The Religious Education curriculum reflects the **school's local context** by addressing typical gaps in pupils' knowledge and skills.

The religious education curriculum is **broad and creatively linked to other subjects, with an emphasis on English skills**.

**Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.**

Teachers have **expert knowledge** of Religious Education and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

Teachers enable pupils to understand and embed in long term memory, **key concepts** in Religious Education, presenting information clearly and promoting appropriate discussion. Teachers check pupils' **understanding** effectively, identifying and correcting misunderstandings.

Teachers use **assessment** effectively to check pupils' understanding in order to inform their teaching and further planning; this helps pupils to **embed and connect** knowledge fluently and to further develop their learning and skills.

## **1. Legal Framework**

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- SACRE (2022) 'Cheshire East RE agreed syllabus'

## **2. Roles and Responsibilities**

2.1. The religious education coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Religious Education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Religious Education resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of Religious Education to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Religious Education in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Religious Education skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the Religious Education coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.

- Reporting any concerns regarding the teaching of the subject to the Religious Education coordinator or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Early Years Provision**

3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

3.2. Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

3.3. All activities will adhere to the objectives set out in the framework.

3.4. In particular, the Religious Education curriculum, within the Early Years provision focuses on children knowing that Christians believe in God and to understand that Christmas and Easter are special to Christians.

### **4. Cheshire East agreed syllabus**

4.1. The Cheshire East syllabus (2022) is followed and provides a full breakdown of the statutory content to be taught within each unit.

4.2. **Year one** key objectives

- To know about the Christian church and key events in the Christian bible (Christmas, Easter and baptism)

4.3. **Year two** key objectives

- To know key events from familiar Christian stories Judaism
- To know the importance of the Torah, synagogue and Shabbat, making links where possible

4.4. **Year three** key objectives

- To know how Christians live their lives as disciples Islam
- To develop an understanding for the core Islamic beliefs (fasting during Ramadan, Muhammad as the prophet of God ect.) and the Qur'an, making links where possible

4.5. **Year four** key objectives

- To know that Christians see God as the Holy Trinity and Jesus as the Saviour Judaism

- To know about ways in which Jews celebrate and live their lives, making links where possible

#### 4.6. **Year five** key objectives

- To know about the old testament teachings Islam
- To know about Islamic prophets, making links where possible

#### 4.7. **Year six** key objectives

- To know and analyse diverse expressions of Christian worship Hinduism
- To develop an understanding of Hinduism and their key beliefs, making links where possible

#### 4.8. **Collective worship**

Children will have collective worship throughout the week, in line with different themes. The Department for Education (DfE) explains that collective worship provides opportunities or pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs. The DfE also understands collective worship as a process that ‘encourages participation and response, whether through active involvement or through listening, to develop community spirit, promote a common ethos and shared values and to reinforce positive attitudes.’

## 5. **Cross-Curricular Links**

Wherever possible, the Religious Education curriculum will provide opportunities to establish links with other curriculum areas.

#### 5.1. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils’ vocabulary is developed through the use and understanding of specialist terminology.
- Pupils develop the use of questioning about religions, non-religions and different beliefs

#### 5.2. Spiritual development

- Children will be taught about the values and moral beliefs that underpin choices of behaviour
- Children will be taught values and attitudes for citizenship in a democracy through promoting respect for others and the need for personal responsibility
- Children will be taught about tolerance and understanding to enable them to appreciate what it means to be positive members of our multicultural society

## 6. **Teaching and Learning (Pedagogy)**

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.

6.3. Lessons will allow for a wide range of Religious Education activities, including the following:

- Questioning, predicting and interpreting
- Practical experiences
- Collaborative work
- Role-play and discussions
- Researching using secondary sources
- Peer assessment and discussions
- Problem-solving activities/games
- Groupings of teams
- Opportunities for oracy

6.4. Lessons will involve the use of a variety of sources, power-points, equipment, pictures and videos.

6.5. The classroom teacher, in collaboration with the Religious Education coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

6.6. Every year group will visit the church at least once a year, to celebrate Harvest etc

### 6.7. **Feedback**

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

- Encourage children to take responsibility for improving their own learning by self-assessment and peer assessment
- Ultimately be seen by pupils as a positive approach to improving their learning

## **7. Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, Religious Education is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the Cheshire East syllabus (2022).
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning overviews are used to outline the units to be taught within each year group.
- 7.6. Medium-term planning is used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared with the Religious Education coordinator to ensure there is progression between years.
- 7.9. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and Reporting**

- 8.1. Assessing children's learning in Religious Education enables teachers to identify pupils' retention of knowledge, misconceptions and next steps.
- 8.2. Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority. Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 8.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Verbal feedback against the learning objectives
  - Specific tasks for individual pupils
  - Observing practical tasks and activities
  - Pupils' self-evaluation and peer assessment of their work

- 8.4. In terms of summative assessments, the results of end-of-unit/topic assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
- 8.5. Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.
- 8.6. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards Religious Education.
- 8.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.
- 8.8. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **9. Resources**

- 9.1 There is a range of resources to support the teaching of Religious Education across the school including a range of religious artefacts.
- 9.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.
- 9.3 Children have access to the internet through computers, laptops, I-pads and interactive whiteboards.
- 9.4 Every year group has a set of bibles for children to utilise during their Religious Education lessons

## **10. Equal Opportunities & Inclusion**

- 10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.
- 10.2 Our curriculum is broad and balanced and we have high expectations of all children.
- 10.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.
- 10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.
- 10.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:
  - girls and boys;
  - minority ethnic and faith groups;
  - children for whom English is an additional language;
  - children with special educational needs and disabilities.

## **11. Staff Development**

- 11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.
- 11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.
- 11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

## **12. Monitoring and Review**

- 12.1. This policy will be reviewed on an annual basis by the Religious Education coordinator.
- 12.2. The Religious Education coordinator will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 12.3. Any changes made to this policy will be communicated to all teaching staff.
- 12.4. The next scheduled review date of this policy is **October 2024**.

### **This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- Equal Opportunities Policy