



Religious Education Policy

Staff Responsible:	Miss Charlotte Layfield
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Teaching and Learning in Religious Education

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plans

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of Religious Education

RE is timetabled to be taught once a week across the school for half an hour (minimum). We follow the agreed RE syllabus for County Durham. A significant proportion of the curriculum is focused upon Christianity, however multi-faith links are encouraged throughout with specific focuses identified below:-

- Year 1 and 2 – Buddhism
- Year 3 – Hinduism
- Year 4 – Humanism/ Thematic links
- Year 5 – Judaism
- Year 6 – Islam

Lesson Content

In support of foundational understanding of RE, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **What is statement** – As each RE lesson commences, children will be reminded of the definition of the subject – “RE stands for Religious Education. RE helps us to understand and learn about the world’s religions. We learn about different practices and beliefs.
- **Reference to skills in RE** – Children are reminded of key skills that are commonly used in this subject area i.e. retelling, showing respect, discussing, reflecting, sharing, discussing and comparing.
- **Recapping faiths**- At the beginning of each lesson children will recap the faiths they have learnt previously. In KS1, they will match the religion, follower and symbol and in KS2, they will match the religion, follower, symbol and God.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence RE effectively, the following strategies have been implemented: -

- All year groups use a class floor book to collate ideas and evidence. Children will still complete individual tasks which will then be documented in the class floor book. KS2 children will be able to take ownership of their floor book. All discussion tasks, quotes, opinions and photographs will be well documented in the floor book.
- Use of Earwig to evidence activities.

****Please note:** - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners**

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback can be verbal or written feedback.

At the end of each half term (for Year 2 and above), a Proof of Progress (PoP) task is set supporting the assessment of the teaching content from the unit before the current teaching unit, supporting the teacher’s assessment of learning over performance. Children ‘working significantly below’ curriculum expectations are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are ‘working significantly above’ curriculum aims are noted to highlight real flare between class teachers and subject leaders.