Ladygrove Primary School and Nursery RE and World Views Policy

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Here at Ladygrove, Religious Education (RE) and World views makes a distinctive contribution to the school curriculum. RE develops learners' knowledge and understanding of and their ability to respond to, Christianity, other principal world religions and world views.
By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs and traditions and their influence on individuals, societies, communities and cultures. Through RE we also encourage pupils to consider challenging questions of meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.
Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Links to other curriculum areas

We recognise that many other subject areas also have a valuable contribution to play to the successful delivery of this curriculum such as the spiritual, moral, social and cultural development (SMSC), personal, social and health (PSHE) education curriculum and British values.

Aims

RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.
The aims of teaching RE in our school are to enable children to:
▪ Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and in particular of the faiths represented in our local community
▪ Be informed, respectful members of society who celebrate diversity and strive to understand others.
▪ Develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
▪ Enhance their own spiritual, moral, cultural and social development by:
a) Reflecting on their own experiences and to develop a personal response to the fundamental questions of life, and how religious beliefs and practices can relate to them
b) Express their own personal viewpoints in a thoughtful, reasoned and considerate way
▪ Develop a positive attitude towards other people who hold religious beliefs different form their own, and towards living in a society of diverse religions and beliefs

Key Skills to be developed

In identifying skills to be developed throughout R.E it is important to note that the skills are not necessarily specific to the subject, but that there might be skills that are enhanced through the study of R.E. We place emphasis on active and engaging learning in RE providing a rich and exciting range of opportunities to develop learning and thinking skills as an integral part of teaching and learning.

Personal learning and thinking skills	Key skills in Religious Education
Creative thinkers Independent enquirers Effective participators Reflective learners Reasoned argument	Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively Enquire into what enables different communities to live together respectfully for the well-being of all Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

Key values to be developed

At Ladygrove we aim to develop children who are resilient and independent learners using our Ladygrove Learning Animals (Resourceful squirrel, Team ant, Wise owl and Tough tortoise) We aim to encourage and develop many key values including:

Respect
Tolerance
Awe and wonder
Curiosity
Commitment
Fairness
Self- understanding
Open – mindedness
Critical mindedness
Empathy
Collaboration

Approaches to the teaching of Religious Education

In order to make RE a lively, active subject we employ a variety of teaching and learning approaches through discussions, recording, art, music, drama, the use of artefacts, stories and the use of periods of stillness and reflection.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

In school, we follow the Kapow Primary curriculum which is based on a Religion and Worldviews approach. This approach focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised

worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.
Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time.

Teaching and Learning

Teaching and learning in RE is based upon the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Diwali to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.
We provide challenging learning opportunities for children to work collaboratively and make choices in their own learning by:
- setting tasks which are open-ended and can have a variety of responses

-providing resources of different complexity, adapted to the ability of the child;

- using classroom assistants to support the work of individuals or groups of children.

The Kapow Primary scheme builds children's knowledge of religious concepts through combining substantive, disciplinary and personal knowledge in an enquiry-based approach. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging. Within each key concept area, specific concepts are covered progressively as children move through the scheme.

Mental Health and Wellbeing in R.E

Here at Ladygrove, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. Exploring issues within and across faiths can cause anxiety and highlight similarities/differences. Through our R.E curriculum, we celebrate these differences as a way of learning and moving forward. R.E is a creative subject, and we want children to be intrinsically motivated to learn this subject and achieve that great feeling once they have overcome challenges. We use our learning animal values with a focus on 'resilience'.

Early Years Foundation Stage

We teach RE to all children in the school, including those in the reception class. While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy, understanding the world (people, culture and communities) and creative development. In our reception classes, religious education is an integral part of the topic work covered during the year.

The contribution of RE to the wider curriculum

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy learning have religious themes or content, which encourages discussion, storytelling and drama and this is RE's way of promoting the skills of speaking and listening.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and Laptops or iPad. They also use ICT to review, modify and evaluate their work and to improve its presentation.

PSHE, Citizenship, and Community Cohesion (Now named 'Life Learning')

Through our RE lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. Thus, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

Spiritual, Moral, Social and Cultural Development

Through RE in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment for Learning

In line with the school policy on assessment and monitoring, a range of methods are used. Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Religion and worldviews: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice and open-ended questions.

In addition, each unit uses a knowledge catcher. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

We also use Pupil voice to monitor the subject, with the RE Coordinator selecting groups of children from each year groups to talk about their books and sequence of learning within lessons.

Inclusion:

We aim to promote opportunity and equality for every child and ALL children have equal access to a R.E curriculum. We want to protect our children and families from any form of discrimination linked with the Protected characteristics.

https://www.gov.uk/discrimination-your-rights

Learning Resources

We have sufficient resources in our school to be able to teach all RE units. We keep resources for RE in a central location where there is a box of resources for each unit of work. There is a selection of religious artefacts which we use to enrich learning in RE. Additional materials and artefacts are available from Shropshire Schools Multicultural Development Service and a resources section on the Telford & Wrekin SACRE website. Each class has access to a range of books full of religious stories. Within school, there is also a full class set of Bibles, which can be used to enhance learning and familiarity with the religious book.

Subject Monitoring and Review

The RE subject leader and link governor are responsible for monitoring the standards of the children's work and the quality of the teaching in RE. Also, for supporting colleagues in the teaching of RE for being informed about current developments in the subject, and for providing direction for the subject in the school. Monitoring is carried out in the Summer Term.

Policy- Document Status			
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Date of review completion	**N/A**	**Named Responsibility**	**Pupils, Staff, Parents and Governors**
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