



Religious Education Policy

Staff Responsible:

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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 Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

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 may contain:

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 - Supports the RAG rating from the Subject Audit.
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.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of SUBJECT

- In Shotley Bridge Primary School Religious Education is taught every term, weekly, by class teachers. A new topic is taught every half term with the exception of a small number of topics being taught over a whole term. Our curriculum was developed using a mix of Discovery RE and the Durham Agreed Syllabus for Religious Education 2020 to create a broad and balanced curriculum which provides children with an education centred on a range of religions and experiences that promotes children's spiritual, moral and cultural development. Religious education is taught in an enquiry-based way where children can make links to their own lives in order to prepare them for opportunities, responsibilities and experiences of later life. In Early Years children explore elements of Religious Education through many areas but particularly in 'Understanding the World'. Children begin to formally follow our RE curriculum from Year 1. In Key Stage 1, learning is evidenced in class floor books due to the fact that many lessons are largely discussion based, particularly in younger years, and most of the children's learning is shown verbally. In Key Stage 2, each child works in their own RE book, still expressing their understanding, knowledge and views through discussion but also evidencing this through written activities and sometimes art work.

Children also receive visits out to places of worship and places of significance to certain religions. They have visits from religious speakers who come into school to talk to them about what it is truly like to be a part of their religion, culture and community. Giving the children opportunities to ask questions and further their understanding. In addition, we also celebrate days of celebration from a range of religions to immerse the children fully in what it is like to be part of a religion, or a religion different to their own.

Lesson Content

In support of foundational understanding of Religious Education, 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:-

- Learning Intention - Outlining what the children are aiming to achieve by the end of the lesson.
- Sticky vocabulary - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- Exit Task - A short activity to ensure children have understood sticky knowledge from the lesson and will inform the class teacher of any misconceptions to address next lesson.

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 Religious Education effectively, the following strategies have been implemented:

- EYFS - Whole class floor-books
- KS1 - Whole class floor-books
- KS2 - Exercise books

Assessment

Throughout Religious Education lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of strategies, such as evidence in books, mind-map progression, questioning, exit tasks and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.