



HIGHFIELD FARM PRIMARY SCHOOL

RE Policy

Date of Policy approval _____

Date of Policy review _____

“Once you choose hope, anything is possible” –*Christopher Reeve*

Highfield Farm Primary school endeavors to provide a happy, caring, family environment where children feel inspired. Through the teaching of Religious Education, we aim to provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE lessons equip children with knowledge and understanding of a range of religions and world views, enabling them to develop their own ideas, values and identity and develop an understanding of the values, ideas and identities of others within our own community of Highfield Farm along with the diverse society within Rotherham, South Yorkshire and beyond.

We aim to provide children with an array of skills that will equip them to meet the challenges of our ever-changing world and enable them to make their own positive contribution to our global society.

Intent

Our RE curriculum sets out what it means to ‘get better’ at the subject as pupils move through the journey of the curriculum and aims to provide children with the opportunity to ‘know more and remember more’ of the planned sequence of learning. Our children build three different forms of knowledge throughout or RE lessons:

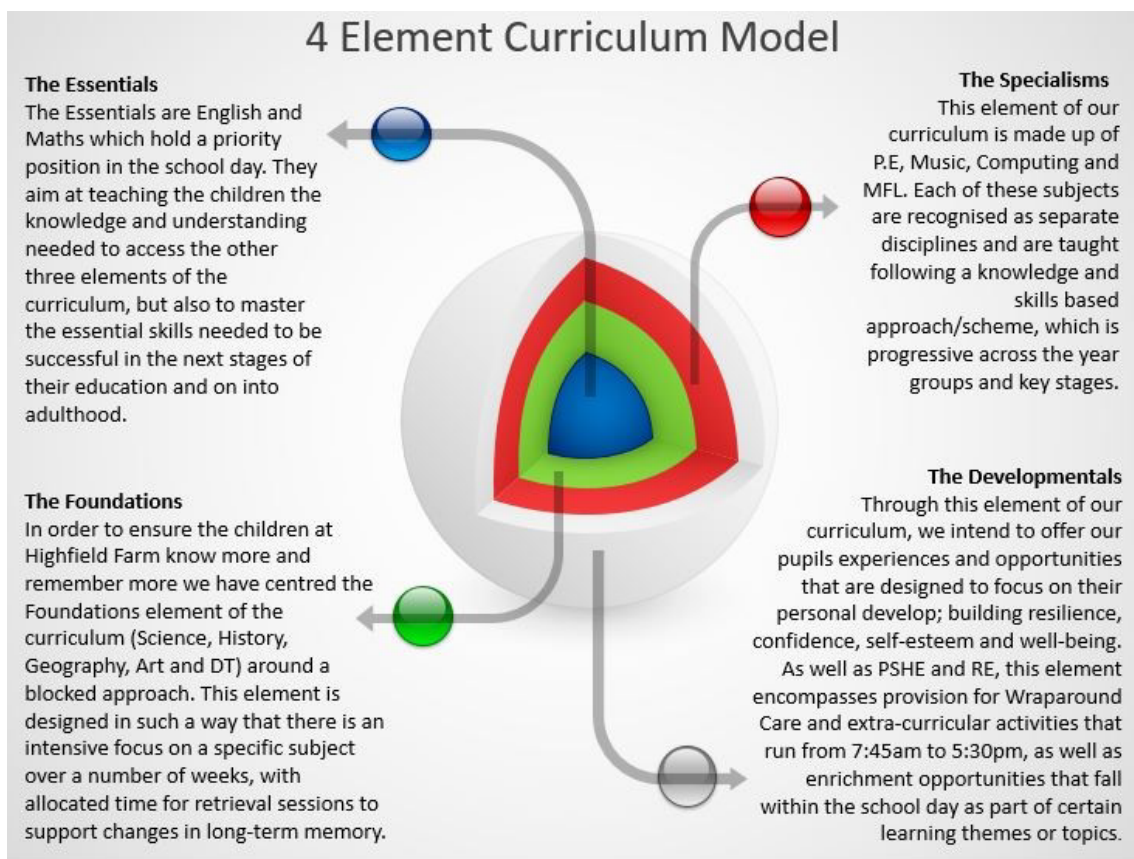
- ‘substantive’ knowledge: knowledge about various religious and non-religious traditions
- ‘ways of knowing’: pupils learn ‘how to know’ about religion and non-religion
- ‘personal knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Within the teaching of Religious Education at Highfield Farm Primary, we intend for all pupils to:

- Develop knowledge and understanding of Christianity and other principal religions.
- Develop their thinking and feelings about what it might be to belong to these faith communities and to have particular beliefs.

- Learn from different religions, religious beliefs, values and traditions while exploring their own beliefs and questions of meaning.
 - To develop respect for, and empathy with others.
 - To combat prejudice.
 - To develop their own concepts and views.
 - To ask questions about life and its meanings, beliefs and ultimate values.
 - To identify and explore questions which relate to the pupils' lives, and to think carefully about possible answers.
 - To access space and time for the reflection which leads to personal growth
 - To take part in secure, calm and thoughtful conversations about beliefs

Our aim is to ensure that we offer our children a wide range of experiences and opportunities that are essential to develop their resilience, confidence and self-esteem which is an essential element of our carefully crafted curriculum model.



The children of Highfield Farm have a voice and have the right to use it and so should be encouraged to express their opinions. We teach and encourage the use of debate within a range of emotive and controversial topics. Our curriculum goes above and beyond in order to produce well rounded and informed pupils whose cultural capital is expanded and whose skills and knowledge can be applied across the curriculum.

Implementation

Throughout the school, Religious Education (RE) is taught in mixed ability classes. We deliver RE in line with the local agreed syllabus and we use the Discovery RE program, as our scheme of work.

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

Foundation Stage 1/2:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity

What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

Year 1/2 Cycle A:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 1/2 Cycle B:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity

How special is the relationship Jews have with God?	Judaism
What is the best way for a Jew to show commitment to God?	Judaism

Year 3/4 Cycle A:

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is "good" about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 3/4 Cycle B:

Discovery Enquiry	Religions studied
Is it possible for everyone to be happy?	Buddhism
What is the most significant part of the nativity story for Christians today?	Christianity
Can the Buddha's teachings make the world a better place?	Buddhism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Buddhist to lead a good life?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

Year 5/6 Cycle A:

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for Christian to show commitment to God?	Christianity

Year 5/6 Cycle B:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

Our RE curriculum is designed to ensure that children retain knowledge by building upon previous learning. To enable children to retain as much knowledge as possible, teachers implement a number of strategies outlined by Barak Rosenshine’s research around the principles of instruction. These include:

- Reviewing previous learning at the beginning of each lesson.
- Presenting new material in small steps.
- Use of questioning to enable all children to practice new information

Inclusion

Teachers plan to adapt the curriculum in order to meet individual children’s needs, taking into account their Special Education Needs and/or Disabilities and targets. The needs of all children, including those with English as an Additional Language, are taken into account in our planning and teaching, as they are in all areas of the curriculum.

Collective worship

Collective worship is an important part of Religious education within Highfield Farm. Regular assemblies provide an opportunity to discuss and celebrate festivals from different religions including Christmas, Easter, Ramadan and the Festival of light. Daily assemblies also offer time for thought and individual reflection.

The importance of vocabulary

Teachers use questioning, and provide opportunities for discussion and investigation to support the development of specific language and vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key terms and language are identified on the SACRE scheme of work and are taught and revisited frequently, to make learning memorable, relevant and easy to retrieve. Teachers introduce new subject specific vocabulary alongside resources including photos and artefacts to ensure it is meaningful and memorable.

The place of reading

Reading is central to the teaching and learning of RE and indeed is key to learning. The place of narrative and storytelling is a powerful vehicle for the teaching of concepts from different religions and cultures. Working alongside the English team, we have identified a number of key texts that expose children to a number of different cultures and religions.

EYFS

In the Foundation, work in Religious Education is planned through the Personal & Social and Emotional Development of the Foundation Profile. It is taught within topics and when specific religious festivals occur. It will be a mix of adult-led and child-initiated activity through planned, purposeful play, stories and discussions.

Impact

Assessments are ongoing within school and are made by teachers, following discussion with support staff, at the end of units of work through writing, discussions and perhaps even presentations. This assessment is to be the teacher's judgement and is to be made at the end of each unit of work. There is an assessment page within each unit with end of unit expectations. This outlines what nearly all, most, many and some pupils will be able to do in the form of 'I can' statements to provide an overview of children's attainment in RE.

The Agreed Syllabus recommends the 8-point scale of assessment. KS1 are expected to work within levels 1 to 3, KS2 within levels 2 to 4. (Level 5 to 8 are for KS3/4 assessment). The "Best fit" description of a pupils level will be used to assess children and this should be informed by a range of responses from the child over time, taking account pupil discussions not just work produced. Teachers will assess children in RE against the level descriptors (8-point scale) and record achievement on the end of year report.

A selection of topic folders from each class will be collected and reviewed at the beginning of each term (looking at the previous terms work). This is to ensure coverage of termly objectives and standard of work through school.

Right to withdraw

Parents are informed in the school prospectus that they have the right to withdraw their pupils from Religious Education. Parents who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Headteacher.

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION

By BARAK ROSENSHINE

Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



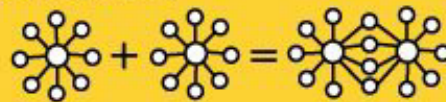
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.