



Bromley Hills Primary School

Religious Education Policy

Draft Document:	Spring 2024
Draft Document to staff:	Spring 2024
Draft Document to Governors:	Spring 2024
Policy adopted by Governors:	Spring 2024
Review:	



Contents Page

1. School Vision, Values and Ethos & UN Convention on the Rights of a Child
2. Intent, Implementation & Impact
3. Religious Background
4. Legal framework
5. Roles and responsibilities
6. EYFS
7. Curriculum
8. Teaching and learning
9. Planning
10. Assessment and reporting
11. Resources
12. Equal opportunities
13. Monitoring and review



School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge. We believe that Religious education has a fundamental part to play in the education of every young person. Our RE curriculum aims to provide a clear knowledge of religious and non-religious worldviews, helping pupils to develop and reflect on their values and beliefs and their own personal worldview. Through our RE curriculum, we intend to inspire in our pupils an understanding and acceptance of the beliefs of others.

Statement of Implementation

RE is taught through the 'Core' and 'Generic' curriculums from the Dudley Agreed Syllabus (2023). This involves a deep study of Christianity and Islam, as well as at least one other major religion. Children in KS1 will study Judaism, Year 3/4 Hinduism and Sikhism, Year 5 /6 Buddhism and the Non-Religious World View of Humanism.

Our religious education scheme of work embraces equal opportunities and is suitable for all children. Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of world religions, so that it is in their long-term memory.

Statement of Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of Milestone goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.



Religious Background

According to entry data, the percentage of religions within the school are as follows:
January 2024.

	<u>Number of Pupils</u>	<u>Percentage</u>
Christianity	113	38%
Sikhism	2	0.7%
Hinduism	2	0.7%
Muslim	4	1.4%
No Religion	131	44%
Not Specified	41	14%
Other	3	1%
Total on Role	296	

Legal Framework

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

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998
- Dudley Agreed Syllabus 2023

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2024) 'Statutory framework for the early years foundation stage'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy



Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term lesson plans on a yearly basis, and communicating these to teachers prior to the start of a new term.



Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the LA.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the LA.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a half- basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.



EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social and emotional development
- Understanding the world

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's EYFS framework.

Curriculum

Bromley Hills adheres to the locally-agreed syllabus of Dudley LA. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons. All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.



- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

Teaching and Learning

The RE curriculum is delivered at least once a week for KS1 and KS2.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work. To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.



Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Short-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

Assessment and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

EYFS: EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observations



Years 1 – 6: Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. This is completed through questioning, discussing work with the pupil, observations and POP tasks. Teachers will use this information to inform a summative assessment at the end of each term. Assessments are inputted into the online system, O Track, and the Deputy Headteacher collates the results and distributes overviews to the subject leader. Parents/Carers are provided with an attainment and progress report during the Summer term each year.

Resources

The subject leader is responsible for the management and maintenance of RE resources, as well as liaising with the school business manager in order to purchase further resources.

Religious artefacts and books are stored in the RE Cupboard in the Resources Room in KS1.

An RE corridor display is updated regularly to demonstrate the RE taking place.

A festivals corridor display is also updated regularly to demonstrate learning about World Festivals across the school.

The subject leader will undertake an audit of RE equipment and resources on an annual basis.

Equal Opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.



Monitoring and Review

This policy is reviewed annually by the headteacher and the subject leader. Any changes to this policy will be communicated to all relevant staff members.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the Dudley LA.

Any changes to the locally-agreed syllabus of the LA will be communicated to the headteacher.