

King's Hill Primary School



Religious Education Policy

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King's Hill Primary School – RE

1. Curriculum Statement

Intent

The national curriculum for Religious Education actively promotes the values of truth, justice, and respect for all and care of the environment. It places specific emphasis on;

- Pupils **valuing** themselves and others
- The role of family and the community in **religious belief** and activity
- The **celebration of diversity** in society through understanding similarities and differences
- Sustainable development of the earth and **care** for creation

The programmes of study are organised into questions to develop critical thinking and reflections. Pupils' knowledge is developed so that they should make rich connections across the wider curriculum and apply these critical thinking skills to the broader curriculum.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace.

When teaching RE at King's Hill, we intend to provide a curriculum, which caters for the needs of all individuals and sets them up with the necessary knowledge and skills for them to become successful both in school and in their future working lives.

Implementation

At King's Hill, RE is taught in Years 1 to Year 6, on a weekly basis. We are continuously working on developing stronger links with the wider community to enhance and support cultural capital.

The Walsall Agreed Syllabus for RE is delivered through units published by RE Today. The units are enquiry-based and pupils are able to develop their knowledge through a series of questions. These units encourage pupils to acquire a rich substantive knowledge of religions and worldviews, be able to express and understand ideas and have the skills to investigate religions and worldviews.

RE Today units are well planned and organised with a set of detailed medium-term plans for RE from Years 1 to Year 6. The units use an approach which is enquiry based, with pupils investigating key questions each lesson. Aspects of Christianity are part of pupils' learning in each year group, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism are also covered. Each enquiry demands the equivalent of up to 12 lessons.

RE Today allows and encourages pupils to question their own thoughts and experiences as well as of those around them. A range of resources are available and outcomes of sessions are recorded in a variety of ways and do not always rely on written methods.

Collective Worship

In addition to RE, collective worship takes place at Kings Hill through; celebration assemblies, five star pupil/achievement assemblies in which pupils who have reflected best the school rules and achieved well are celebrated. Pupils with most dojos are also valued by awarding them. We also have SMSC focus assemblies which take place throughout each term.

Impact

Teachers reinforce an expectation that all pupils are capable of achieving high standards in R.E. The programme of learning is being used in Years 1 to 6 and it is interesting and creative, making it accessible to all pupils. Pupils understand the importance of learning about other religions and beliefs. (Cultural capital)

2. Teaching and Learning

A typical lesson using RE Today lasts approximately 60 minutes and follows the format as below:

- **Recap** of previous learning/knowledge
- **Sharing new vocabulary** where pupils can understand religious themed vocabulary.
- **Exploring religious ideas and views** where pupils are provided with the opportunity to explore through enquiry based questions and a range of resources such as videos, stories and artefacts to enhance T & L
- **Reflect** which allows pupils to review and reflect on their learning enabling the teacher to gauge their progress against the learning outcomes.

3. Assessment

Assessment for Learning:

Pupils receive effective feedback through live marking. We have moved away from detailed written feedback as research indicates this has minimal impact after the lesson. The structure of the teaching sequence in RE Today ensures that pupils have opportunities to enhance their critical thinking skills.

Formative Assessment:

The lesson structure of RE Today supports a broad, enquiry and creative approach allowing pupils to extend their learning and understanding of different faiths, beliefs and values.

Learning outcomes for a lesson help adults to make judgements about how pupils have achieved. Each unit has a range of suggested assessment activities included.

Summative Assessment:

Pupils' knowledge and understanding is determined at the end of a unit. Sessions focus on supporting the pupils in developing not only a broader but deeper knowledge and understanding of the religions and ideas that are studied. Teacher assessment judgements determine how well the pupils have achieved at the end of each unit of work with an overall judgement at the end of the year of whether pupils have achieved expected outcomes, are exceeding or working towards expected.

4. Planning & Resources

A curriculum overview has been devised for KS1 and KS2 for staff to follow to ensure progression and breadth of the knowledge about religions being covered, in line with the Walsall SACRE syllabus. The use of resources available in RE Today support the MTP staff follow to deliver RE lessons.

5. Organisation

We have implemented the Walsall SACRE syllabus to support the organisation of RE at King's Hill. We will focus on the breadth of religions, and in some cases humanist views, in each year group to enhance and deepen a greater depth of understanding.

6. EYFS

RE is taught both discretely and through the areas of learning in Reception, in small group and child initiated activities. Celebrations and festivals pertinent to the age of the children are celebrated throughout the year.

7. KS1 and KS2

Our KS1 and KS2 teachers follow the Walsall SACRE planning, recording of learning and assessment. The scheme aligns with the 2014 National Curriculum. Formal planning is required weekly as teachers adapt the RE Today planning to suit the needs of different cohorts of pupils.

8. Equal Opportunities and Inclusion

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Differentiation occurs in the support provided to pupils, not in the topics taught. There is differentiation within the content taught, and careful planning will challenge those pupils who are able to tackle the most difficult of concepts.

9. Role of the RE coordinator

The RE Coordinator will:

- Work to raise the profile of Religious Education at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Involve the school in 'celebrations' of religions and faiths, including participation in Special assemblies such as 'Diwali and The Nativity'.
- Monitor progression and continuity of RE throughout school through observations and monitoring of outcomes of work in RE books.
- Ensure that all staff have access to year group plans and the relevant resources.
- Ensure that all staff have access to professional development including support in assessing pupils against progression statements and in using the planning and scheme of work effectively

10. Parental Involvement/Home Links

At King's Hill Primary School, we recognise that parents and carers have a valuable role to play in supporting their child's Religious Education learning.

- RE policy is readily available on the website.
- Parents are kept informed of their child's progress in RE and this is communicated in written school reports.

To be reviewed July 2027