

WOOD FOLD PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

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Policy published (including on website) (date):	July 2023
Next review (date):	ongoing to reflect practice

At Wood Fold Primary School, we aim to give all children a high-quality RE education and inspire pupils to understand and respect what others believe, in order to live in peace alongside each other in our community and the wider world. They should be fully aware of their own and other people's viewpoints both religious and secular, and have the skills to listen with empathy and understanding to the views of others. The knowledge and understanding gained will prepare pupils for life in modern Britain and give them an understanding of events both nationally and globally. The syllabus has an enquiry-based approach to learning. It focuses on improving standards of religious literacy and has an academic rigour that will equip pupils with the knowledge and skills to engage with religious issues and worldviews. Our aim is to ensure that children have a depth of RE knowledge which they are able to transfer to other subjects.

Aims

1. Know about and understand a range of religions and worldviews, so that they can
 - a. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - b. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - c. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can
 - a. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - b. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - c. appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - a. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - b. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - c. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

How is RE planned?

The national curriculum gives guidance on aspects of learning and expectations of all subjects. These expectations are reflected in the Wigan Agreed Syllabus. This will ensure parity with other subjects in the national curriculum. The language used throughout the programme of study reflects the language of the national curriculum. The guidance on language and literacy development in the national curriculum should be followed and be reflected in all schemes of work emanating from the programmes of study in the Wigan Agreed Syllabus. Guidance on inclusion is given in the national curriculum documentation and is applicable to the RE curriculum.

As a Wigan school we adhere to the syllabus objectives provided by the local authority and impart the knowledge and skills of such objectives to our Long, Medium- and Short-term plans. At Wood Fold we use long-term, medium-term and short-term planning to plan for our groups of learners. The medium-term plans provide a skeleton framework, outlining what objectives will be covered and how. The short-term plans make use of the individual evaluations that teachers make following a lesson, so we are always planning for appropriate next steps and to inform future lessons.

For each unit of work in RE, there are the following documents:

- **Whole School RE overview** – detailing the learning objectives for each unit of work, led by a key question along with the Wigan Agreed Syllabus to support the process of teaching and learning.
- **Learning ladder**- reflects the sequence of learning in ladder format for teachers to share with the children.
- **Medium term plan**- outlines which objectives will be taught and how, with a breakdown of the sequence of learning (Wigan Agreed Syllabus).
- **Short term plans with evaluations**- session notes

The subject content specified in the Wigan Agreed Syllabus has been carefully selected for each year group; we ensure that year on year there is opportunity to reflect on previous learning and use this to build on new knowledge. With this, we aim for pupils to be able to make connections between new and existing knowledge.

Our RE curriculum increases in challenge, whilst providing greater academic rigour and breadth of study. The syllabus considers all the new developments in RE nationally. There is clear progression in terms of both subject knowledge and skills across all key stages and there is a cohesive structure and format to the syllabus, which provides a solid foundation for learning.

Year 4 RE

Year 4 Spring 1
<u>What do creation stories teach us about caring for the world?</u>
Gain knowledge and understanding of the creation stories in different religious traditions and cultures.
Reflect on the beauty of the world.
Explain what creation stories teach us about how people should care for the world.
Explore secular views about the creation of the world.
Understand the concept 'stewardship'.

Using the Wigan RE syllabus unit objectives and Learning Ladders (see below), the RE teacher plans for each year group for depth of knowledge using Rosenshine's Medium Term Planning, ensuring component parts (tasks in different lessons) are delivered effectively to answer the Unit Question. For example, in Year 4 when the children explore creation stories, we spend time learning about *different creation stories including recapping the Christian and Jewish story and extend the children's knowledge and understanding by exploring those from Islam, Hinduism and the story on which Chinese belief is based.*

The rungs on the ladder are created to ensure that the children can answer the Enquiry Question at the top of the ladder with depth and with sound understanding. Each rung on the ladder builds to form the objectives set out in the Wigan syllabus that we want the children to learn and retain; to achieve this, teachers use Medium Term Planning which follows the structure linked to Rosenshine's Principles with sections set out for teachers to consider how they will break down into smaller steps. This is a careful sequence of knowledge which builds on prior knowledge. The teaching for each 'rung' may involve multiple sessions (containing component tasks) to provide depth of knowledge for that learning goal.

Learning Ladders, which set out the sequence of learning objectives for a unit, are shared at the start of each lesson. The teacher will highlight the specific rung that the children are working on and share the learning objective for that lesson as well as the key concept they will be covering. In addition, there will be discussion around where this lesson fits into the sequence of learning, what they have done so far and where they are going next, in order that they are finally able to meet the overall objective from the National Curriculum, as well as respond to the enquiry question at the top of the ladder.

The ladders enable the children to see that the lessons are progressive and successive with one lesson building upon the next allowing them to build a schema of knowledge. It is crucial the children see the connections between their lessons in order for them to deepen and widen their understanding, rather than see each lesson as a separate chunk of information detached from the previous one.

Enquiry Question

At the top of each ladder in RE there is an 'Enquiry Question'. The children are expected to provide a written response to the question using all of the knowledge they have acquired in the unit.

Year 4 Summer 1
Where, how and why do people pray?
Gain knowledge of the importance of prayer in different religious traditions.
Identify different styles and forms of prayer.
Reflect upon famous and own prayers.
Identify aids to prayers.
Explain the symbolism behind how people pray.

For example, in Year 4 when the children answer the following question *What do creation stories teach us about caring for the world?* we would expect ideas linked to *Creation stories from different religions, how we should care for the world, the 7 wonders of the world (awe and wonder) along with secular views of creation (big bang, evolution) and finally their thoughts on stewardship* in their written response.

This is an example of what this might look like in practice:

Wednesday 14th June

Where, how and why do people pray?

Religious people find praying useful. They might pray because they are expressing thanks, confessing sins or asking for help and advice. They might look at prayer as like talking to a friend. Others might look at it as like having a conversation with their God. They can pray in different ways, depending on their religion. People can pray alone, with others, quietly, out loud, singing, standing, kneeling, bowing, kneeling, sitting or sitting. People can pray at school, at home or at work. They can also pray in their religion's religious building. People can pray whenever ^{and} whenever they want.

Christians regularly say the Lord's prayer. It makes them feel they are not alone. It reminds them that God is special and his name is really holy. It reminds Christians that they need to live like God wants them to - in peace, love and hope. They ask for forgiveness. They ask God for food, water and shelter. They say sorry for committing all their sins. They remind themselves that God will love forever with everlasting power and that he is the strongest and the greatest. Also, they remind themselves that heaven will last forever.

There are many different aids that religious people can use. Islamic prayer aids include prayer mats, compasses, rosary beads and Quran stands. Christians use rosary beads, the Bible, crosses or crucifixes, candles and the statue of Mary. Muslims use prayer mats to pray on. It is used to keep the area clean. Muslims must pray towards the Ka'bah. The compass directs them to the Ka'bah Coast. They use rosary

beads. This is an aid that is used to count on. Usually, there are 33 or 49 beads. The Quran stand is something that keeps the Quran clean by not touching any unclear surface.

Christians use rosary beads to help them keep count of prayer repetitions or devotions. Catholics use them to pray the Rosary. The Bible guides Christians to live a good life. The cross helps Christians to focus on praying. Christians light candles. The candles remind them that Jesus is the light of the world.

You've achieved your learning objective.

Retrieval Tasks

Teachers plan for recall tasks and retrieval practice in each lesson to link back to prior learning both from the previous lessons or content from previous years. Teachers also plan to use dual coding within their lessons to promote the retention of knowledge as well as which WALKTHRUS they will use and plans for the daily/ weekly/ monthly reviews (see T&L Handbook).

Implementation

The RE curriculum at Wood Fold embeds core knowledge, concepts and skills. Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge. This is done through whole- class teaching.

Teaching in RE is guided by the principles set out in ‘Rosenshine’s Principles in Action’ to support their practice and maximise learning in the classroom environment. The Principles of Instruction have been streamlined into four strands: Sequencing concepts and Modelling, Questioning, Reviewing Material and Stages of Practice. These strands provide our teachers with the coherence they need to deliver quality first teaching. (See T&L Handbook)

Information is clearly presented to pupils and teachers check understanding effectively and systematically. The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning. Teachers do this by building on prior knowledge by providing a variety of forms of retrieval practice, recalling and applying previously learned material.

Each lesson in RE begins with a brief review of previous learning to reactivate recently acquired knowledge. The remainder of the lesson should then be used to build on prior knowledge, exposing new layers of a concept. At Wood Fold, we use daily, weekly and monthly reviews as a tool for retaining ‘sticky knowledge’ (Knowledge that stays in our long-term memory).

Teachers use ongoing assessment opportunities to check understanding and to inform teaching, for example, by providing instant feedback, asking process and probing questions to check for understanding. Teachers and leaders regularly speak with pupils to ascertain levels of confidence in the subject and whether they can speak confidently about that they have learnt and why.

Reading throughout the RE curriculum

At Wood Fold we believe that reading is a fundamental skill. The children are given the opportunity to practise and develop this skill across the RE curriculum and are encouraged to use reading to further their own knowledge. Therefore, high quality texts/resources are provided for the children to use throughout RE teaching and learning. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read. Some examples of activities that pupils may be asked to do to develop their understanding of a topic include:

- finding and highlighting key vocabulary in context
- creating a fish bone diagram
- answering challenge questions

- writing a lengthy response to a question once they have found the relevant information
- responding to non-fiction questions based upon their learning

Impact

At Wood Fold, all children are given equal opportunities to achieve in RE through a well-constructed curriculum. The impact of our curriculum is measured by how well children achieve in knowing more, remembering more and doing more. This is reflected in their work that is consistently of a high quality. We also know this because assessment tools such as formative assessment, pupil voice, written responses to Enquiry questions, End of Unit Assessments (Appendix 1), and responses to retrieval practice tasks demonstrate this evidently.

The End of Unit Assessment informs the teacher of which areas of learning each child still has gaps, and these are noted down on an assessment grid (see below). Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching areas of learning if substantial class gaps occur or setting targeted homework / research tasks to address specific gaps for individuals. Results on these assessments demonstrate retention of knowledge and sound understanding.

RE – Unit 1 – Religious Teachings

End of Topic Assessment

Year 4 – Autumn Term

<u>Objective</u>	<u>Test Question No.</u>	<u>Children names who DID NOT answer correctly</u>	<u>Task to address errors</u>
Consider the consequence of having rules in society and why we respect them.	1		
Identify authorities that make rules.	2		
Understand where the ten commandments came from.	3, 4		
Explain how words from the Bible are relevant today.	5, 6		
Evaluate the importance of following rules.	7		

At the end of the year, teachers are asked to make a summative assessment of the children in RE, by completing the following grid.

End of Unit Assessment Information

Initials of children working towards the expected standard	Initials of children who are showing some more in-depth knowledge

This grid identifies those who are working towards the expected standard, those who are showing more in- depth knowledge, and consequently those at expected. This information is passed to subject leaders who will have a secure understanding of children’s history knowledge across school.



RE – Unit 1 – Religious Teachings
End of Topic Assessment
Year 4 – Autumn Term

<u>Name:</u>	
<u>Class:</u>	
<u>Date:</u>	
<u>Score: Out of 23</u>	

Q1) List **3 benefits** and **3 disadvantages** of having rules.

Benefits

Disadvantages

(6 marks)

Q2) Name 3 authorities that can help you if you have a problem.

Choose one of the authorities from above, describe a problem that they might help you with.

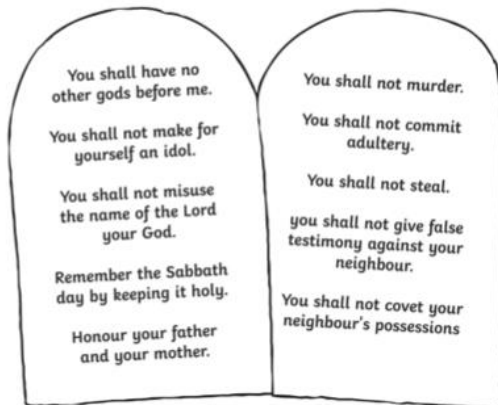
(4 marks)

Q3) Share what you know about the 10 commandments.

_____ and _____ were given the 10 commandments by _____. They believe the commandments were given to _____. They are a set of _____ which can be used as a _____ to help them _____ their lives by.

(7 marks)

Q4) Choose one of the 10 commandments and explain its meaning.



(1 mark)

Q5) Finish the meaning.

Respect is

(1 mark)

Q6) How do Christians show that they love their God? Give 2 ways.

(2 marks)

Q7) If you could write one rule for everyone in the world to live by, what would it be and why?

(2 marks)