



GREENWOOD
ACADEMIES TRUST

HAZEL LEYS ACADEMY

Religious Education Policy

Reviewed: September 2024

Next review: July 2026



At Hazel Leys Academy we believe that Religious Education enables our children to investigate and reflect on some of the most fundamental questions asked by people and that it is the development of the child's spiritual, social and moral understanding that we are aiming to encourage through example and discussion.

Children reflect on what it is to have a faith and to develop their own spiritual knowledge and understanding. We help children to learn *from* religions (exploring and responding to human experience) as well as *about* religions (developing knowledge and understanding of religion).

The teaching of RE allows children to learn about religious ideas, concepts and traditions. We encourage children to extend their own sense of values and we aim to promote their spiritual growth and development. We encourage our children to think about their own values and views in relation to themes and topics studied in RE.

The RE curriculum, together with the Jigsaw PSHE programme, forms an important part of the academy's spiritual moral and social teaching and promotes good citizenship.

Aims and Objectives

- To demonstrate that RE can have a significant role to play in the development of children's thinking and understanding of the world, so that they can respond to the fundamental questions of life.
- To introduce children to religious traditions, beliefs and practices not only of Christianity but also of other world faiths.
- To help our children to learn from religions as well as learn about religions.
- To learn about religious and ethical teaching enabling them to make reasoned judgements on religious and moral issues.
- To develop the children's awareness of their own spiritual and moral issues arising in their lives.
- To develop pupils' sense of identity and belonging, preparing them for life as citizens in a plural society.
- To develop an understanding of what it means to be committed to a religion.
- To develop an understanding and awareness of the beliefs of others and the cultural differences in Britain today
- To have respect for other people's views.
- To make RE an enjoyable and interesting subject by using a variety of teaching methods and to differentiate work where appropriate.

Attainment Targets:

- Knowledge and Understanding of religions.
- Responding to questions of meaning and value.

Our curriculum meets the requirements of the 1988 Education Reform Act which stipulates that the teaching of RE is compulsory for all children, however the Act does allow parents to withdraw their child if they so wish, having given written notice to the Academy Advisory Council.

Teaching and Learning

Our teaching methods in RE will include:

- The use of the children's own experiences and practices to extend their knowledge of and understanding of religious traditions.
- Visits to places of worship.
- Visitors e.g. visiting clergy, representatives of religious groups.
- Encouragement of research and investigations into religious topics.
- The use of Bibles, books, pictures and artefacts from resource boxes.
- The use of music, art, and video.
- Role-play and drama.
- Questions and answer.
- Differentiation in planning tasks.
- ICT based research and study



Curriculum Planning and the Scheme of Work for RE

We use the Discovery RE scheme of work. We ensure that the areas studied build on prior learning and that there is continuity and progression. Each year group has a set of units of work to be taught throughout the year consisting of learning objectives, suggestions for teaching activities and learning outcomes. At the end of each unit of work there is an assessment sheet to be completed by the teacher, and another for the end of year overall attainment which will indicate the level achieved by individuals in the class.

Foundation Stage: children in the foundation stage are taught RE as an integral part of the topic work covered based on the Early Learning Goals and the Foundation Stage curriculum.

Assessment

Assessment is carried out in a number of ways and in line with our school assessment policy. Teacher assessments are made against statements of attainment for each Key Stage as contained in the Agreed Syllabus. Assessment may take several forms - for example younger children may demonstrate their knowledge and understanding through drama while older pupils may devise a power-point presentation of their work. The teacher will make informal judgements based on questions and answers, work that is written and that which is more informal – all of which show the degree of understanding that a child has reached. Children should always be given either verbal or written feedback on their work with a suggestion for possible improvements next time. At the end of the year assessments are recorded in order to identify what has been learnt, to monitor pupil's progress, set new goals and to provide information for the next teacher. RE will be reported to parents in the annual report.

Cross curricular Opportunities

There are opportunities for RE to contribute to other areas of the curriculum particularly through the Creative Learning Journey. RE can promote the teaching of reading, writing and speaking and listening. We use IT where appropriate in RE. The children find, select and analyse information using the internet. Through RE lessons children learn values which link with work done in PSHE.

EAL

We aim to include our non- English speakers by providing pictorial and other visual support as well as translations of technical language, in line with the school's EAL policy.

Multicultural

We aim to ensure that we promote a positive image of all groups of people regardless of their cultural or religious background.

Equal Opportunities

We believe it is important for all children to experience a rich and varied RE curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have children of widely differing abilities and that the children will have different experiences of religion. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and by providing a range of activities to address all learning styles. We use teaching assistants to support the work of individuals or groups of children where relevant and available.

Special Needs

All children learn RE in their own classes. Where particular needs are identified, work will be differentiated appropriately and support will be given. We will also identify more able children and aim to extend further their knowledge of the areas covered. RE forms part of the academy curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's individual needs.



Resources

RE is a well-resourced subject at Hazel Leys Academy. There are books, Resource boxes and topic posters situated in the academy library. Some ICT software is available and there are resource lists for staff indicating recommended websites.

Monitoring and the Role of the Co-ordinator

- The RE Co-ordinator is responsible for preparing the school's Policy and Scheme of Work.
- Maintaining awareness of developments in RE teaching locally and nationally.
- Organising, maintaining and ordering resources.
- Monitoring planning and assessment throughout the school.
- Providing guidance and support to staff.
- Monitoring the standards of children's work and the quality of teaching in RE.
- Reviewing the schemes of work
- Liaising with staff over potential improvements and development.
- Liaising with the local Adviser as and when appropriate.

Health and Safety

Where children are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.