



**“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”**

## Horsted School



### RELIGIOUS EDUCATION Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

#### Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

Approved by:	Hayley Chick	Date: 6/3/2025
Last reviewed on:	March 2025	
Next review due by:	March 2027	



## **HORSTED SCHOOL**

# **RELIGIOUS EDUCATION POLICY**

‘The principal aim of RE is to enable pupils to acquire a knowledge and understanding of different religions and other worldviews along with the skills to appreciate and evaluate the varied worldviews and responses to ultimate questions, so as to be better able to develop and express their own informed worldview.’ The Medway Agreed Syllabus for Religious Education 2018

### **Aims and Purpose:**

Horsted School follows the requirements for teaching from The Medway Agreed Syllabus for Religious Education and hold to our belief that:

Religious Education is an exciting and stimulating subject, which contributes dynamically to children’s education by posing 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. It makes a significant contribution to spiritual, moral, social and cultural development and community cohesion. In RE, pupils learn about religions and worldviews, in local, national and global contexts to discover, explore and consider different answers to these questions.

RE delivers the skills needed to understand, interpret and evaluate texts; sources of wisdom and authority; and other types of evidence, which equip pupils with systematic knowledge and understanding of a range of religions and worldviews. Through exploration of their own beliefs, ideas, values and identities, and study of those of others, pupils develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. It is a vital tool to develop tolerance of differing views and cultures, and therefore plays an active role in developing a cohesive and compassionate society. RE enables pupils to understand their own place in a society where people have differing ways of seeing and appreciating the world, and through exploration of similarities and differences within faiths and worldviews. Pupils can articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the rights of others and responding in an informed and thoughtful way.

RE is a key subject for the teaching and learning of compassion, empathy, reflection and philosophical thinking. It supports development of the ability to articulate difficult concepts and profound values and the exploration of answers to life’s deep questions. By examining issues relating to both the positive outcomes of faiths and beliefs and the way in which conflicts and misconceptions can have their roots in religious ideas, pupils develop their understanding of the wider world and the power of faiths and beliefs within contemporary society. RE can therefore contribute in a significant way to the prevention of extremism. (Bradford Agreed Syllabus for Religious Education 2016-2020)

**RE is provided for all pupils, and is inclusive and broad minded. Parents have the right to withdraw pupils from RE. If you wish to do this, please make an appointment with the head teacher. The school does not support selective withdrawal from RE.**

### **Expectations:**

By the end of each key stage, pupils are expected to know, apply and understand the end of key stage outcomes as outlined on pages 13-15 of the Medway Agreed Syllabus for Religious Education 2018.

## **Organisation and Planning:**

Horsted School follows Medway Agreed Syllabus for Religious Education 2018, delivered primarily through the LCP scheme of work.

RE lessons offer a structured and safe space for reflection, discussion, dialogue and debate as part of the school's broad and balanced curriculum. RE at Horsted will not seek to convert, urge or promote a particular religion or belief on pupils.

In order to deliver RE as part of this broad and balanced curriculum, we deliver 36 hours a year in KS1 and 39 hours a year in KS2. Collective Worship is not part of the taught curriculum and therefore not included in the recommended teaching time.

Pupils take part in delivering a Christian based celebration assembly at Harvest, Christmas, and Easter. A calendar of other faith celebrations are explored throughout the year encompassing all faiths and lesser known events. Over the course of a three year cycle, we ensure all major festivals are celebrated. We work hard with the faiths within our local community and pupils will visit a different place of worship every year across the wide range of faiths worshipped in Medway. Each year group visits a different place of worship, bringing their learning to life and giving them real experiences. In KS2, each year group undertakes a film study, moving from animated stories from the new testament to stories from the old testament. By Year 5, the film matter is much more symbolic and metaphorical, and Year 6's film tackles the harsh realities of the time period with realistic depictions. It is encouraged that each class learns through discussion, role play and creative activities, using a range of stimuli.

Religions and beliefs to be taught:

EYFS Pupils will:

- Encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.

- Listen to and talk about stories

- Be introduced to subject specific words.

- Use all their senses to explore beliefs, practices and forms of expression, reflecting on their own feelings and experiences and asking questions.

- Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key Stages 1 Pupils are taught 50% Christianity and 50% Islam, Judaism and Sikhism, as well as other world faiths and nonreligious world views. Key Stages 2 Pupils are taught 40% Christianity and 60% Islam, Judaism and Sikhism, as well as other world faiths and nonreligious world views.

To aid in planning, Horsted School draw on numerous resources but primarily on LCP. It is the RE-coordinators role to ensure that lessons from LCP match the Medway Agreed Syllabus for Religious Education 2018 and that all year groups have a progressive understanding of faiths around the world and within our community.

## **Assessment, recording and reporting:**

Pupils are assessed against the End of Key Stage Outcomes outlined on the Medway Agreed Syllabus for Religious Education 2018. They have summative assessments 3 times a year and formative assessments throughout the year with observations being used as a basis for a written report to parents at the end of each academic year.

Each child's performance in RE will be assessed by the teacher using ongoing formative assessment. Formative assessment is on-going assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. The summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth.

We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

### **Inclusion:**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study English based on their starting points and ensure that there are no barriers to pupils achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that there are teaching opportunities to help pupils develop their English.

Class teachers will make the necessary adaptations to lessons so that all pupils can access English. Class teachers, as part of quality first teaching practices, recognise that all pupils have different starting points. Class Teachers use <https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf> to support them making choices about relevant adaptations.

Examples of Quality First Adaptations in RE may be, but are not limited to:

### **Communication and Interaction:**

- Clear lesson structure with learning objectives presented orally and visually
- Range of groupings within the class including some random pairing activities
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Classroom assistants planned for and used to maximize learning
- Memory supported by explicit demonstration and modelling of memory techniques
  - Pupils are clear what is expected – use of 'WAGOLL' – what a good one looks like – examples.
  - Key words/vocabulary emphasized when speaking and displayed visually with picture cues
  - 'Word walls' or similar to develop understanding of new vocabulary
  - Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
  - Checklists and task lists – simple and with visual cues

### **Cognition and Learning:**

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Key words/vocabulary emphasized when speaking and displayed clearly
- Pre-teaching of subject vocabulary Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do to check understanding

- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board

#### **Social, Emotional and Mental Health:**

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Play calming music where appropriate
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.

#### **Sensory and Physical Needs:**

- Give as many first hand 'real' multi-sensory experiences as possible
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Avoid standing in front of windows – your face becomes difficult to see
- Keep background noise to a minimum
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Sloping desk provided where needed
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot

Even with support, some children may not progress as is expected. They may have specific learning needs. If this is the case, the child's teacher, in discussion with the SENCO, and the child's parents, may conduct further investigations and seek support from outside agencies.

Further information can be found in our statement of equality information and objectives, and in our [SEN policy](#) and information report.

#### **The Role of the Subject Leader:**

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in RE and passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in RE, supported by the progression document for RE and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to design and technology.
- To monitor learning in RE by working alongside colleagues and by viewing children's achievements.
- Enabling RE visits to places of worship.

- Ensuring the full range of learning experiences are being utilised.

**Resources:**

A variety of resources including books, DVDs, teachers' resources and topic boxes which include artefacts on the sixth faiths are available for the teaching of Religious Education.

These are located in the cupboards in the junior side of The Hut. These are shared resources for the whole school. Any requests for new resources should be passed to the RE subject leader.

**Health and safety:**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

about hazards, risks and risk control.

- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.