



Policy Title: RE

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Bridget Thornhill

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in RE, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

RE offers distinctive opportunities to promote pupils' spiritual, cultural, social and moral development. RE lessons should offer a structured and safe space during curriculum time for reflection. Teaching in RE should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. RE makes a key contribution to enabling pupils to consider British values, including tolerance and respect for people who hold different faiths and worldviews. The HMI Inspection Framework for schools requires schools to be active in promoting these values, and RE is a major part of this work at Lantern Lane. Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

This policy has been written to formally record the teaching, monitoring and assessment of RE at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the RE curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the RE curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff.

Intent

At Lantern Lane Primary School, we follow the Agreed Syllabus for RE in Nottingham City and Nottinghamshire, which:

contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

Agreed Syllabus for RE in Nottingham City and Nottinghamshire, 2022

The Agreed Syllabus covers the legal requirements for the teaching of RE. For more details on the legal requirements of RE teaching and the right of parental withdrawal, see Appendix.

Through the learning and opportunities we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the RE curriculum:

- A. Know about and understand a range of religions and worldviews, so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
 - Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and worldviews;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
 - Appreciate and appraise varied dimensions of religion.

- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - Enquire into what enables different communities to live together respectfully for the wellbeing of all;

- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Through our engagement with the Agreed Syllabus and our commitment to providing outstanding provision for every child in the subject of RE, we intend the following:

Substantive Knowledge (subject knowledge)

Through the study of RE, our pupils will have the knowledge to make sense of the world in which they live and relate to others in it and will learn to embrace diversity by knowing about and understanding a range of religions and worldviews.

Personal Knowledge

RE encourages our pupils to understand what makes them the person they are, develop and nurture healthy minds, have a curious outlook, think independently, and evaluate what they hear by expressing ideas and insights about the nature, significance and impact of religions and worldviews.

Disciplinary Knowledge (skills)

They will have the skills they need to make sense and engage seriously with religions and world views.

Implementation

We use the Agreed Syllabus as the basis for our planning in RE but we have adapted this to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Learning in Foundation 2 to Year 6 is arranged termly and the children take a 'learning journey' that is enquiry led. The termly focus is RE but when relevant, further links to other subjects will be made in the interests of deepening understanding.

The subject leader has written and continually reviews the curriculum map for RE. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning. In RE, the key knowledge to be taught for each unit of work is carefully detailed in a knowledge organiser written for the children, to be introduced from September 2022.

Our pupils are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. Pupils will complete RE work in lessons, but they could also receive visitors to school to share a range of religious viewpoints, and undertake their own visits to varied places of worship. Through these experiences pupils will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our local community, society and the wider world.

They will also develop a range of academic skills through their RE learning, which are summarised in the Skills Rainbow below:



We recognise that in all classes children have a wide range of ability in RE, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants/teachers to support children individually or in groups.

What good teaching and learning looks like in RE at Lantern Lane:

Teachers:		Pupils:
EYFS	<p>Create opportunities to talk about their own families, communities and traditions.</p> <p>Creates opportunities to explore and experience special costumes, foods, symbols and stories from different religions and communities.</p> <p>Model subject specific, age-appropriate vocabulary (see glossaries)</p>	<p>Confidently talk about their own families, communities and traditions.</p> <p>Use their senses to explore and experience special costumes, foods, symbols and stories from different religions and communities.</p> <p>Use subject specific, age-appropriate vocabulary in class discussions and play.</p>
Y1 to Y6	<p>Ask questions which allow pupils to express their own opinion and beliefs.</p> <p>Create a respectful atmosphere where pupils feel safe expressing their own beliefs or opinions. Value children's' contributions and home experiences.</p> <p>Provide authentic learning opportunities wherever possible (artifacts, speakers, visits, video clips)</p> <p>Make diversity within traditions clear (i.e. "some Jewish people go to synagogue on Shabbat", "some Christians baptise babies, other people wait until they are adults").</p> <p>Optimise opportunities to develop cultural capital by drawing on rich tradition of religious art, music and architecture where ever possible.</p> <p>Check and build on prior learning.</p> <p>Model and explain subject specific vocabulary and provide opportunities for recall and retrieval through flashbacks (see glossaries).</p> <p>Make the skills being developed in each lesson explicit to the learners. (see Skills Rainbow).</p>	<p>Handle or examine authentic artifacts with respect and curiosity.</p> <p>Listen to authentic voices from different faiths - either through video clips, from books or in person.</p> <p>Speak with confidence about their own beliefs and those of others.</p> <p>Listen to each other with respect.</p> <p>Are curious about and ask questions about the beliefs of others and how it affects their lives.</p> <p>Make links between their own lives and the lives of others and notices similarities as well as differences.</p> <p>Express their beliefs and the beliefs of others through expressive arts: art, music, poetry, drama, creative writing.</p> <p>Use subject specific vocabulary.</p> <p>Articulate what they are getting better at in RE lessons (see Skills Rainbow).</p>

Feedback

Feedback in RE should be completed in line with the Lantern Lane Primary School Feedback Policy.









When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation		Code	Explanation
	You have used equipment to support your learning.		GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are developing learning in relation to the learning objective.		PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are securing learning in relation to the learning objective.		CR	You have a correction to complete here.
 Beside LO.	You are mastering learning in relation to the learning objective.		CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.			Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.			Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.		WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in RE, both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same $\sqrt{\quad}$ system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.

GW - this piece of work has been completed with the help of an adult.

PW - this piece of work has been completed with the help of a peer.

Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Impact

The curriculum in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in RE at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in RE.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Teachers	Children	Children's Work
<ul style="list-style-type: none"> • Have they become more knowledgeable? • Do they have high levels of confidence in implementing all areas of the curriculum? • Can they articulate to senior leaders and subject leaders what is working well? • Are they keenly aware of how children are coping with the taught content? • Do they teach consistently well, applying sound pedagogical practices in all lessons? • Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead? • Do they seek support from subject leads where they are less confident? 	<ul style="list-style-type: none"> • Can they talk with confidence about what they have learned? • Are they enthused and interested in a wide range of curriculum areas? • Can they talk about the specific characteristics and skills associated with each subject? • Can they share examples of their learning and explain the 'why' behind the work they have produced? • Do they demonstrate good learning behaviours in all lessons? • Are they able to explain how their learning within a subject builds on previous learning in that area? • Are they able to make thoughtful links between subjects? • Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs? 	<ul style="list-style-type: none"> • Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example? • Does it show increasing understanding of the key concepts within each subject? • Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge? • Does it show a coherent teaching sequence has taken place? • Does it show an emphasis on subject specific vocabulary?
<p>Governors</p>	<ul style="list-style-type: none"> • Do they give positive feedback about behaviour and engagement in lessons? • Do they comment on seeing high quality work and outcomes? • Do they report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development? 	

Ref: Adapted for Lantern Lane based on work by @DynamicDepts

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in _____ Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in _____ being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils? Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p> <p>Collaboratively establish any CPD priorities which are whole/part school.</p>

Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and

strongly believe that all children are able to achieve in RE. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

In Foundation 1 children hear and interact with a range of stories, songs, artifacts and celebrations from different religions and worldviews, including Harvest Festival, Christmas, Diwali, Eid, Chinese New Year.

Prime area: Communication and Language.

RE enables children to:

- Enjoy listening to stories from different religions, worldviews and cultures and can remember much of what happens.
- start a conversation about religious artifacts, songs, stories and celebration and experiences with an adult or a friend and continue it for many turns.

Prime area: Personal, Social and Emotional Development.

RE enables children to:

- Develop their sense of responsibility and membership of a community.
- Begin to understand how others might be feeling.

Specific Area: Knowledge and understanding about the world.

RE enables children to:

- Begin to make sense of their own life-story and family's history.
- Continue to develop positive attitudes about the differences between people.
- Begin to use new vocab focused around religious artifacts, stories, songs and celebrations.

(Statements adapted specifically for RE at LL by BT and SMT Jan 2022)

In Foundation 2 pupils follow a half termly learning journey laid out in our curriculum map and meets the following Early Learning Goals:

Prime area: Communication and Language.

RE enables children to:

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.

RE enables children to:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings

Specific area: Literacy.

RE enables children to:

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs
- Use RE examples to write simple phrases or sentences that can be read by others.

Specific Area: Understanding the world: People, cultures and communities.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

(Statements taken from Early Years and RE: Guidance and examples based upon the new ELGs August 2020 / RE Today Lat Blaylock ©)

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in RE by observing teaching and learning in RE regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with RE developments.
- Keeps parents informed about RE as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in RE.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in RE are met effectively.

- Keeps the school's policy for RE under regular review.

Appendix

RE and the law

RE legal requirements: what does the legislation in England say?

- RE is for all pupils
- Every pupil has a legal entitlement to RE.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state funded schools in England unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes, including here at Lantern Lane).
- The 'basic' school curriculum includes the National Curriculum, RE, and relationships and sex education.

RE is locally determined, not nationally

- A locally agreed syllabus is a statutory syllabus for RE recommended by an agreed syllabus conference for adoption by a local authority.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.

RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Nonreligious worldviews are included.

- The RE curriculum drawn up by a SACRE or used by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- Contemporary guidance from the government makes clear that the breadth of RE will include the six principal religions in the UK and non-religious worldviews (Christianity, Judaism, Buddhism, Islam, Hinduism and Sikhism.)

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils on the roll of every school, unless they have been withdrawn by their parents from RE.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. We teach, and pupils learn, *about* religions and worldviews. There is no element of religious instruction. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. Parents who wish to withdraw their children from RE are obliged to provide their own alternative RE teaching.