



# Whiston Willis Primary Academy

## Religious Education



Lead Responsibility	Emma Attwood	Approved By Governors	
Implementation date	September 2023	Review date	September 2024

### MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

### Vision and Aims

At Whiston Willis Primary Academy Religious Education aims to allow all pupils to explore teachings and practices of different religions and worldviews. It helps pupils to develop an understanding of the place that religion plays in people's lives and the impact of belief on the life of the believer. We aim to develop an understanding of Christianity and other main faiths and worldviews and for this to underpin tolerance and encourage pupils to respect and value the rights of others whom hold beliefs that are different to their own.

It is our intent for Religious Education to engage and inspire all pupils to develop a balanced view of a multicultural society and an understanding of diversity in the ever changing world around them. We believe that Religious Education provides an opportunity to celebrate and show awareness of different faiths. It is uniquely placed to develop greater understanding of people of all religious and non-religious worldviews and thereby supports improved relations in society.

It is essential for all learners to explore religious themes and develop subject knowledge. Pupils are encouraged to learn about religion and from religion. Therefore, Religious Education encourages pupils to investigate and reflect. Learning about religion includes enquiry into the nature of religious beliefs. Learning from religion is concerned with developing pupil reflection. Through discussion and debate, pupils are encouraged to become reflective thinkers who engage on key questions of belief, developing self-awareness, appreciation and wonder. We aim to develop awareness of spiritual and moral issues in life's experiences.

Religious Education forms the basis of whole school ethos of care and respect for others and encourages pupils to develop a sense of identity and belonging.

## **Planning and Delivery**

Our whole school approach to Religious Education lessons is in line with the Wirral Agreed syllabus for Religious Education and Worldviews (2019). Religious Education lessons should be delivered weekly with learning closely linked to the Wirral Syllabus suggested content and the six Big Ideas for learning. The 2 year curriculum cycle offers a progressive scheme of work from EYFS to year 6, encouraging curiosity and allowing pupils to revisit and build on previous learning and to compare and contrast between faiths. Enquiry is placed at the heart of learning to enable pupils to become creative thinkers and effective participators who can evaluate their own beliefs and attitudes. We base our teaching and learning styles in Religious Education on the key principle that good teaching allows pupils to learn and reflect on what religious concepts and ideas mean to them.

In EYFS, the framework identifies the role of Religious Education mainly in the area of learning, "Understanding the World". Activities should provide opportunities for pupils to respond creatively and meaningfully to memorable experiences and should be planned to support the prime and specific areas of learning in the EYFS curriculum. Pupils may begin to explore the world in terms of special people, books, times, places and objects. They listen to and talk about stories. Pupils may use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences and use imagination and curiosity to develop their appreciation and wonder of the world in which we live. At key stage 1 pupils should use religious words and phrases to identify aspects of religion and should explore religious stories, celebrations, worship, symbols and belief. Pupils are encouraged to value themselves and reflect on their own experiences. At key stage 2 pupils begin to use and interpret information and make comparisons between differing aspects of religion, reflecting on their own beliefs and judgements.

Religious Education is a vibrant subject that offers many opportunities for cross curricular links such as Art, Geography, Music, PSHE and story-telling including Drama.

Religious Education lessons include:

- Clear learning objectives
- Talk time
- Vocabulary lists
- I Know/I Wonder discussions (learning about/from religion)
- End of unit quiz
- Reference to knowledge organisers
- Teacher guides with reference to Big Ideas and transferable questions

Experiences to enhance the subject include exploring religious texts and artefacts, visitors, places of worship visits, faith learning days, community links, Harvest festival, local church celebratory services and use of visual resources and displays to ignite learning and explore religious celebrations and beliefs.

## **Assessing, Reporting and Recording**

Pupil progress within the subject is regularly monitored by the subject leader. Assessing Religious Education is an integral part of teaching and learning and is central to good practice. Monitoring includes half termly assessment completion, analysis of target groups, pupil and staff voice, verbal feedback, book scrutiny, learning walks, organisation of resources, enhancement of the subject, support learning with pupil work booklets, knowledge organisers and teacher guides.

The impact on pupils' learning should help develop responsible citizens who celebrate diversity and equality. Religion and Worldviews should help pupils to understand and have well-informed conversations about religion and belief. It should prepare pupils for future life with a developed awareness of local, national heritage and the ability to reflect on religion within these communities.

Whiston Willis Primary Academy considers Religious Education to be an inclusive subject for all pupils and information about curriculum coverage is regularly shared with parents/carers. However we recognise that parents may wish to request the removal of their child from some teaching of Religious Education. In these circumstances we aim to offer other educational provision.

### **EQUALITY IMPACT STATEMENT:**

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

### **MONITORING:**

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

**The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.**