



Flying High Partnership

Nottinghamshire RE Policy

Exploring faiths and religions of the world

Last reviewed on: 02.09.2024

Next review due by: 02.09.2025

Our Bilsthorpe Flying High curriculum model, underpinned by current research and statutory documentation (such as the National Curriculum and EYFS framework), ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy. We communicate our vision through the acronym, 'WAVE'.

Wider World - Because our children need to know there's a world full of difference out there – people, cultures, languages, countries. Through authentic, memorable learning, we want our children to have the confidence to step out into the wider world. We want our children to have an understanding and a tolerance of other cultures, and to be able to have informed opinions about these cultures.

Aspiration - Because our children need the drive and ambition to reach for the stars, they need to know that they can achieve anything they set their minds to and to be prepared for the next stage on their journeys. Cultural capital is developed through trips and expensive visits: weekly assemblies enhance pupil cultural capital i.e.: through reading, wider curriculum (history and geography learning displays in the hall) and Picture News assemblies.

Vocabulary Rich - Because our children need a rich and varied vocabulary to articulate their thoughts, feelings and dreams. We want them to question, think hard and probe deeply into their learning. Reading and vocabulary are at the heart of the curriculum. The curriculum is planned so that any children that have fallen behind learn to read quickly. It is important for children to be able to access the important knowledge we have planned in the wider curriculum. Reading and vocabulary are taught in all subjects. Staff understand that teaching content in subjects like history and geography is also teaching reading.

Enjoyment - Because our children enjoy their learning and we want to foster this, to create lifelong learners, who see learning and knowledge at the heart of everything they do. We want our children to experience the best we can offer through a wide and varied curriculum. All children, regardless of age, gender, background or need will enjoy their learning through a diverse and culturally rich curriculum

RE Vision

At Bilsthorpe Flying High Academy, our RE curriculum promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Children should learn how to discuss and debate issues with clarity and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise and respect their beliefs and opinions. There should also be a raised awareness of current topics in the global news. Ultimately, children should develop an understanding and acceptance of cultural diversity and embrace differences and how they enrich our community and culture. British Values goes hand in hand with Religious Education, complimenting each other as they provide a significant role for the development of pupils' spiritual, moral, social and cultural development.

Aims

Our RE curriculum aims for pupils to:

- 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.

- 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 religion².
- 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.

We are aspirant for all children to leave Primary School as global citizens being respectful and understanding of world beliefs. Please see appendix A: 'What make a great global citizen in RE?' for further information.

Intent

At Bilsthorpe Flying High Academy, our curriculum is based on the Nottinghamshire agreed syllabus for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all. Further ambition is gleaned through the use of expert resources from the NATRE/RE Today.

Statements from the Agreed Syllabus for RE and from the 'understanding the world' educational programme of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD is mapped on to a whole school long-term plan and sequenced onto a RE subject map. Links are made across year groups and subjects through deliberate and diverse content choices. For example Symbols in religious worship and practice 1.4 In what ways are churches /synagogues important to believers and what happens inside a church and a synagogue. Inspirational people from the past 3.4 learning about religious leaders in different religions. Beliefs in action in the world 6.4 What can we learn from people who resist discrimination and persecution?.... This linking to our history driver.

Each RE KKPD statement is broken down into component (granular) knowledge and key vocabulary. These are used to support the creation of learning sequences and to identify 'sticky knowledge' – the most important knowledge children need to remember for the next stage.

The RE KKPD and component knowledge progression are used by teachers to create learning sequences and objectives. These are plotted on an enquiry or a discrete medium-term plan.

Please see Appendix B: 'Curriculum Structure Flowchart' for further information.

Implementation

The RE curriculum is delivered through an enquiry approach.

RE can be delivered as a driver or enhancer to an enquiry (when this enables children to answer the enquiry question to its fullest). When this is not possible, RE is taught discretely.

Individual lessons are planned in detail using our lesson design model. This has been informed by leading research such as Rosenshein's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection

We use a range of varied teaching strategies to deliver RE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask, as well as answer, RE enquiry questions. We offer them the opportunity to use a range of informative sources such as information texts, artefacts and artwork and imagery in order to encourage critical thinking. Enrichment experiences are crucial to our RE learning and are used to immerse children within the faith, religion or world view being studied.

Our learning environments are used as immersive and instructional teaching tools. Learning journeys are organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently.

Impact

Our carefully planned curriculum is the model of progression in RE. We strive for our children to know, remember and understand more of what they have been taught. We use the Leitner system with our sticky knowledge flashcards to help 'interrupt the forgetting' and ensure that sticky knowledge is retained. Sticky knowledge quizzes take place throughout the unit of study. Quiz scores are to be retained and shared with the RE subject lead.

Interleaving assessment of our 'sticky knowledge' is carefully planned on medium term plans and displayed in our classrooms for the children to refer back to.

Our trust has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in RE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in RE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

Children with special educational needs and/or disabilities (SEND)

At our school we teach RE to all children. RE forms part of the school curriculum to provide a broad and balanced education to all children. We want all our children to access an ambitious RE curriculum. We believe in scaffolding up, and not dumbing down, the RE curriculum. A number of adaptations are available for children who have additional barriers to their learning. These can be seen in our RE adaptation document (appendix C). These have been shared with teachers to give them ideas on how to adapt lessons.

Where accessing reading materials could be a barrier (e.g., lowest 20% of readers), we include visual and audible scaffolds.

Staff professional learning

As part of the Flying High Partnership, our staff have access to a professional learning community, where RE leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our RE curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of protected characteristics. For example:

- by ensuring that activities are carefully planned to meet the needs of all children and ensure scaffolds are available to the children who need more support
- by ensuring that RE is taught to all and that the materials used provide a 'mirror' and 'window' to the diverse culture and beliefs of the British Isles and wider world
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience