





## Policy

**Last Reviewed Date:** November 2022

<b>Co-Headteacher:</b>		<b>Date:</b>	20/09/2023
<b>Subject Leader:</b>		<b>Date:</b>	20/09/2023

**Date of Next Review:** September 2024

**Subject Leader:** Hannah Palfreman

**Subject Leader:**

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## 1. The Nature of RE

The nature of RE as defined in the curriculum as promoting the spiritual, moral, cultural, mental and physical development of pupils. It also prepares the pupils for the opportunities, responsibilities and experiences of adult life.

Hertfordshire schools follow the Hertfordshire Agreed Syllabus for Religious Education 2017 – 2022, which can be found at

<http://www.thegrid.org.uk/learning/re/publications/>

Legally a school must offer Religious Education to all pupils throughout their time at school, unless they are withdrawn at the request of the parent. In Hertfordshire schools, RE must be non-denominational.

The programmes of study set out eight key areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. The following eight key areas of RE may be taught in any order:

- Belief and practices
- Sources of wisdom
- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

## 2. The School Policy and National Curriculum

RE is a compulsory subject but is no longer included within the National Curriculum. Instead, Local Authorities have created their own, agreed syllabus. Hertfordshire's Agreed Syllabus will be reviewed in 2022.

RE is not compulsory for children of nursery age. Through the EYFS Framework, Knowledge and Understanding of the World supports children to expand their spiritual, moral and cultural understanding.

The Agreed Syllabus states;

*“This revised statutory document aims to ensure that Hertfordshire pupils develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views. The syllabus reflects the views of Hertfordshire teachers and representatives of local faith communities. The guiding light for those at the forefront of its development was to produce an Agreed Syllabus which would be easily accessible to all readers, whether Headteachers, Governors, RE teachers or parents.*

*The statutory requirements have evolved from the previous established syllabus, taking into account national changes and developments, both in RE and in education in general. This revised syllabus moves from the two Attainment Targets to new*



*concise aims. It reflects the national move from levels of assessment and introduces wheels of progress and clear end of key stage learning outcomes to support the assessment of a specified eight key areas of religion.”*

The Agreed Syllabus 2017-2022 builds on the most recent national guidance on RE including the RE Council’s 2013 Curriculum Framework for Religious Education in England.

This syllabus:

- aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. This replaces the previous attainment targets ‘learning about religion’ and ‘learning from religion’
- encourages schools to spend a proportion of their time allocation for Religious Education reflecting on the religious make-up of their own cohort
- offers eight key areas of religion for study
- offers schools the flexibility to devise their own key questions and design their own units and choose when to teach them
- removes levels of assessment in line with the rest of the curriculum
- offers a flexible model of assessment through expected learning outcomes
- enables teachers to recognise what it means to be ‘religiously and theologically literate’ at each key stage
- is accompanied by a non-statutory additional guidance document ‘Religion for Today and Tomorrow’ which will enable pupils to gain a coherent understanding of the principal religions and worldviews represented in Great Britain.

### **3. Delivery of the curriculum**

Teachers plan for the needs of the pupils in their class by using formative assessment to further develop their skills and understanding. Children have learning outcomes set to meet their individual needs, which have been identified by their teacher.

Teachers use a range of resources to teach RE throughout the school, including religious clothing and artefacts, food from different cultures, music and art. Pupils experience an education in the values and celebrating of others through discreet RE lessons and assemblies where achievement is celebrated. Assemblies facilitate whole school worship whilst Mindfulness sessions facilitate small group worship.

RE is a cross-curricular subject, which links to other subjects such as Art, History, PSHE and Computing. Children experience a range of activities linking religious principles to other skills, such as recreating their own religious art using online software such as Purple Mash, or through messy art activities such as paint throwing for Holi Festival. We use assemblies to celebrate religious festivals, incorporating prayer and sharing with others for example at Harvest Festival or Christmas.

In EYFS, RE is taught as part of the Understanding the World curriculum and pupils are taught about new beginnings and friendships. The value of sharing can be taught through play skills and interacting with others.

Our students with PMLD experience a multi-sensory approach with different colours, textures, smells and experiences. RE themes and values are used to underpin all areas of the curriculum and are threaded through lessons in a cross-curricular way to give students a variety of experiences across different contexts.



In Post-16, the curriculum aims to prepare students for life after Amwell View. Offsite visits are a crucial element of the curriculum where students can learn about caring for their planet, for example at Mudlarks, where they learn to grow food and plants or visiting the community recycling centre. Furthermore, they host a range of activities in school for other classes to join in order to expand the cohesive community within the school. Post-16 students also cover key areas of RE through caring for their school environment, such as cleaning frequently used areas of the school, making art to be displayed for others to enjoy and litter picking around the school site as well as learning how to safely navigate computers and the internet. Students learn to reflect and think about themselves and their own identities by choosing positive affirmations and pictures to represent themselves.

#### 4. Staffing and Resources

Hannah Palfreman and Lauren Burns are the Subject leaders for RE, and responsible for overseeing the teaching of RE throughout the school.

The subject leaders are responsible for the monitoring of planning and assessment within RE and supporting teachers in the delivery of the subject. Teaching and learning within RE is monitored through observation, discussions, assessment, learning walks and planning.

RE is taught by each class teacher, within the class group and is supported by teaching assistants. There is a range of resources within the classrooms appropriate to the needs of the pupils. Additional teaching resource boxes can be found in the resources area. These are categorised by religion or events and can be accessed by all. Sensory stories are available to borrow from the Library and Sensory office. Resources can also be found on the shared system in the RE folder. This resource bank can be contributed to by any teacher.

Books are stored in the library and are categorised by celebration or religion. Funds are allocated within the budget action plan to update books and other resources as and when required.

The Local Authority publishes a list of appropriate visits, which is updated and available for download from The Grid.

#### 5. Cross Curricular Approach

RE relates with all curriculum subjects through a range of cross-curricular themes. We provide wide and varied experiences of different religions. Pupils are encouraged to explore a range of contexts and environments and be offered a wide variety of experiences and opportunities. This may be through the use of external visitors, off site visits, specialised focus days and multi-sensory resources.

Cross curricular themes include:

##### **Awareness of 'Me'**

- Feelings, emotions, senses, awareness of reactions to events.

##### **Awareness of others**

- Relationships at school, home and within the community, awareness of the needs of others and their achievements and the stages of life.

**My Needs;**

- Beginning to recognise own worth.
- Self-esteem, achievements, privacy.
- Acknowledging a range of positive and negative feelings.
- Choice.
- Accepting oneself.
- Being able to communicate 'no' and to know that it is respected.
- Having a purpose in life.

**The needs of others**

- Awareness of worth and self-esteem in others. Caring, sharing, giving, and acknowledging the rights of others to have different feelings.

**The world around me**

- Awareness of the beauty and uniqueness of the natural and man-made world and the sensory world. Caring for the natural and man-made world.

**The Numinous Sense**

- Developing the sense of mystery and wonder by extending sensory awareness into unknown territory.
- Awareness of religious feelings. Developing curiosity.

**Celebrating life**

- Experience and develop an awareness of personal events, school events and home events.
- Experience and develop an awareness of festivals and celebrations, both secular and religious.
- Exploring the common elements of religion.

**Reflecting on life as a whole**

- Stillness, privacy, awareness of being alone, awareness of belonging, mindfulness.

**6. Assessment**

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform planning and ensure smart and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority outcomes for pupils. Priority outcomes will be taken from the planning process above to ensure smart and personalised learning outcomes. This process ensures that learning is meaningful to



individuals and progress is made. The review of priority outcomes provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority outcomes: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the Formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

### **Routes for Learning (RfL)**

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.



## **7. Pupils' Presentation and Recording**

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Physical objects
- Stories
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Tapestry
- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

## **8. Review Procedures**

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.