



Religious Education Policy

Date revised: March 2024

Date to be reviewed: March 2027

Contents

1. Vision and expectations
2. Legal Framework
3. Curriculum intent
4. Curriculum implementation
5. The Teaching and Learning Model
6. Extracurricular and enrichment opportunities
7. Collective worship
8. Planning
9. Assessment
10. Home learning
11. Equal opportunities
12. Monitoring and review

Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Wellbeing for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage
- DfE (2012) Religious Education (RE) and Collective Worship in Academies and Free Schools

This policy should be read in conjunction with the following policies:

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience ‘an extraordinary school day’ every day. We place children at the heart of the learning process through a bespoke ‘Teaching and Learning Model.’ Wherever possible, the Religious Education curriculum will provide opportunities to establish links with other curriculum areas.

Curriculum Implementation

RE is taught as a discrete lesson on a weekly basis. Teachers will use the Bexley Agreed Syllabus for Religious Education to provide long term, medium and short-term planning, which outlines the skills and vocabulary to be taught in each unit. This is based on the expectation that a minimum of 5% of curriculum time should be devoted to Religious Education. For Key Stage 1 this is 36 hours per year or approximately 1 hour per week. For Key Stage 2 this is 45 hours per year or approximately 1.25 hours per week. Please see Bexley Agreed Syllabus for Religious Education to see the which year group covers which topic.

The Teaching and Learning Model

The Pioneer Academy’s Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust’s Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn’t have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school’s cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual,

moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. Such activities might include visits to places of worship or time allocated to exploring/learning about different religious festivals.

Collective Worship

Pupils will take part in a daily act of Collective Worship through whole school and individual class assemblies.

Lesson Planning

Teachers will use the Bexley Agreed Syllabus for Religious Education to provide long term, medium and short term planning, which outlines the skills and vocabulary to be taught in each unit.

Short term plans are then created by teachers, which will identify the WALT, main learning activity and possible adaptations for each lesson.

It is an expectation that learning activities will be adapted/varied to support and challenge all groups of learners. Planning will also take into consideration the deployment of support staff, who will be clearly directed to support learning and fully engaged with the children, and encouraging independent working from pupils.

The RE subject leader is responsible for ensuring access to high quality resources to support the teaching of lessons.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Formative assessment is ongoing and is against the lesson objective. Pupils self-assess their learning at the end of each lesson. At the end of the year teachers are required to report for parents' attainment and effort in RE.

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the RE curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.