



Curriculum Policy

RE



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Effective From: November 2022

Date of Review: Summer 2024

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RE Policy

What is our vision?

At Marus Bridge Primary School, the aim of the RE curriculum is to engage pupils in asking questions and seeking out knowledge about significant human issues. Through exploration of different religions and world views, children can develop the understanding and skills needed to appreciate and evaluate varied responses to these issues, as well as developing responses of their own. Through learning about a diverse range of beliefs and teachings, children will develop an ability to be able to enter into a thoughtful dialogue with those who hold opposing ideas to their own and as such will be able to participate positively in our diverse society. Within the teaching of RE, we aim to develop children's knowledge and understanding of the major world faiths and address fundamental questions in life.

Curriculum Aims:

- Teach children to have religious and cultural respect for different faiths.
- Provide opportunities for questioning and exploration of meaning, purpose and value in order that pupils can develop their own personal vision and spirituality.
- Help pupils develop a more reflective approach to life and social issues.
- Develop an understanding of how faith informs and influences the way people live their lives.

Early Years

ELG: People, Culture 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.

How do we achieve this?

- We follow the Lancashire Agreed Syllabus for RE.
- All pupils receive a minimum of 30 minutes directed RE teaching per week. In addition to this all pupils attend assemblies which may link to cultural events throughout the year.
- Regular training is given to staff through updates from the RE Coordinator.
- A creative and inspiring approach to teaching. Teaching in a variety of ways to include indoor and outdoor learning and visiting experts and trips will enhance the learning for children across the school.

Teachers incorporate opportunities to assess prior learning and frequent pauses to recap on knowledge and vocabulary taught to date. We aim to teach certain topics at specific times of the year depending on religious festivals around the world. Children are taught how religions can be similar or different in their beliefs and behaviours and are able to show tolerance towards this.

Christianity should be taught within three strands: God, Jesus and Church. Christianity, Islam and Hindu Dharma should be taught progressively across all year groups from ages 5 -16. By the end of KS2 pupils should also have opportunities to encounter Buddhism, Judaism, Sikh Dharam and non-religious world views such as Humanism. This model meets legal requirements and ensures

that pupils have an in-depth progressive knowledge of three religions whilst also learning about the other principle religions represented in Great Britain.

It is also essential that RE enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds, but others have no attachment to religious beliefs and practices.

Scheme of Work?

- We follow the Lancashire Agreed Syllabus for RE. This revised syllabus is the legal basis for Religious Education in Lancashire.

Resources:

The following resources are available to teaching staff to ensure that delivery fully meets our aims and vision for this subject area:

- Lancashire Agreed Syllabus for RE.
- Boxes of resources – Hindu, Jewish, Christianity and Islam.

Assessment – How do we assess skills and understanding?

RE progression is assessed 2 times in each academic year (February and June). They follow a knowledge review week, where teachers use a variety of diagnostic activities to support their judgments. Suggested activities can be found in the Staff Handbook. Class teachers will grade the children's development towards reaching the year group objectives for RE. All assessments in RE are based on teacher observation. The following gradings will be given:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child has met the objectives with a large degree of independence. Not only do they show knowledge of different religions, they are able to identify common themes and make links. As they progress through school, they will show an awareness of how religion helps to shape our world in the wider context. They are intrigued by religious stories/scripture and make links between them and religious celebrations.

This assessment will be shared with parents within their End of Year Report. If a child is working below the expected standard, the RE coordinator is available to offer support.

In addition to this, the subject leader will complete audits and peer interviews bi-annual to gain a clear insight into the geography learning that is taking place in each year group, providing a chance to feedback to teachers.

Refer to subject specification.

Health and Safety

Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

Inclusion and Safeguarding Considerations

The class teacher is responsible for considering IEPs of individual children before delivering a RE lesson – or informing external providers of any additional needs. All children are entitled to access the RE programme at a level appropriate to their individual needs. All work is appropriately adapted to meet the needs of individual pupils.

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school environment.

Other Points/ Considerations

Any members of staff who have requests for training or resources should discuss this with the RE coordinator and put in an order request as required.

Monitoring and Review:

The RE Subject Leader will complete 2 audits within each academic year. These audits will assess children's understanding of their year group content and explore how RE is being delivered in each year group. Information will be gathered through the form of a book scrutiny, pupil voice / interview, staff questionnaires, lesson drop-in, environment walks and the review of trips and visitors. At the start of each academic year, the RE coordinator will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the RE coordinator; providing training or observing lessons and providing constructive feedback. In some instances, a deep dive may be carried out by the RE subject lead and members of SLT, across school, to gain a clear view into the teaching and learning happening throughout school.

Appendix

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
EYFS	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Year 1		Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer. Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Year 2	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest. Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world,		Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community ? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

	symbolism of light, Advent					
Year 3	<p>Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.</p>	<p>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah.</p>	<p>Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.</p>	<p>Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.</p>	<p>Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.</p>	<p>Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana),</p>
Year 4	<p>Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali. Christianity (God) How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority.</p>	<p>Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara. Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.</p>	<p>Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice. Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.</p>			
Year 5	<p>Adam and Eve's disobedience, temptation and morality.</p>	<p>Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Christianity (Church)</p>	<p>Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage. Hindu Dharma</p>		<p>Islam Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power. Judaism</p>	

		<p>How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.</p>	<p>What might Hindus learn from stories about Krishna? Krishna, Holi.</p>			<p>Do people need laws to guide them? The Torah, the synagogue.</p>
<p>Year 6</p>	<p>Christianity (Church) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.</p>	<p>Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.</p>	<p>Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.</p>	<p>Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.</p>	<p>Buddhism What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.</p>	<p>Christianity (God) If life is like a journey, what's the destination? Salvation, Forgiveness.</p>