



Curriculum Policy

RE



Written by: Holly Miller

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Subject Coordinator: Holly Miller/
Kath Hampson



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:

Kapow Primary's Religion and worldviews curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that our R&W curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through the scheme, children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views. Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews. Kapow Primary's R&W scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Our scheme has been designed to fulfill the aims of A Curriculum framework for Religious Education in England.

Within our RE curriculum, we aim to –

- 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 Kapow Syllabus for RE.
- All pupils receive a minimum of 30 minutes directed RE teaching on an alternate term basis. 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.

The Kapow Primary Religion and worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. This can be seen in the Religion and worldviews: Progression of knowledge and skills.

Children begin to develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

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 Kapow Syllabus for RE.

Resources:

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

- Kapow planning – LTP, individual lesson plans, nit over views, knowledge organisers.
- 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		How did the world begin?		Why should we care for the world?		How do we know babies are special?
Year 2		What do candles mean to people?		What is a prophet?		Where do some people talk to god?
Year 3		Where do we get our morals from?		Are scriptures central to religion?		Why is water symbolic?
Year 4	What makes some texts sacred?	What makes some texts sacred?	Just how important are our beliefs?	Just how important are our beliefs?	Are all religions equal?	Are all religions equal?
Year 5		Why doesn't Christianity look the same?		What happens when we die? Part 1		Why are some places in the world significant for believers?
Year 6		Why does religion look different around the World? Part 1		Why is there suffering? Part 1		What place does religion have in our world today?