

Subject Key Specification Policy



Religious Education



Written by: Mrs. A Hurst, Mrs H Miller and Mrs K Hampson

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Contents

Rationale.....	2
Trust Level.....	2
School Level	2
RE Intent, Implementation and Impact.....	3
RE Intent	3
RE Implementation	3
RE Impact	5
Stage Descriptors	6
RE Planning at Marus Bridge	8
RE Assessment at Marus Bridge.....	10
Resources:	11
Health and Safety	11
Safeguarding Considerations	11
Inclusion Considerations.....	12
Subject Monitoring:	14



Rationale

Trust Level

This document was created in conjunction with RE subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, '[Stage Descriptors](#)' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in RE lessons across the RLT. RE leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

RE Intent, Implementation and Impact

RE Intent




At Marius Bridge Primary School, the aim of the RE curriculum is to engage pupils in asking questions and seeking out knowledge about **different religious and non-religious viewpoints**. Through exploration of different worldviews, children sequentially develop the understanding and skills needed to **appreciate differences** and the richness of our world. Through learning about a diverse range of beliefs and teachings, children will develop an ability to enter into a **thoughtful dialogue with those who hold opposing ideas** 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/traditions and address **fundamental life questions**. Overall, 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, considering children's personal knowledge
- Develop an understanding of how faith informs and influences the way people live their lives

RE Implementation

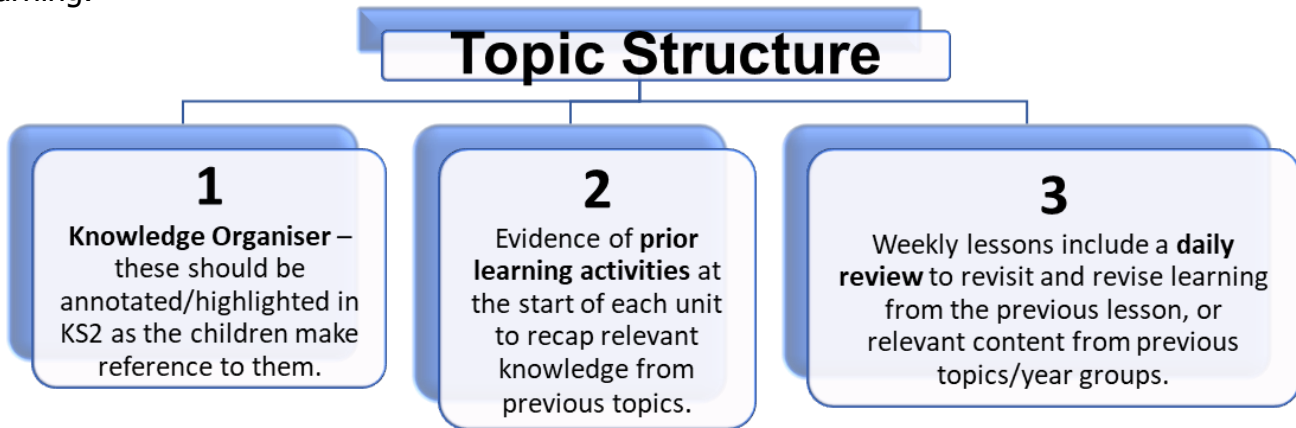
RE is taught for a minimum of 45 mins per week every alternate half term (although this is delivered more holistically in EY and Y1). In EY, children are exposed to a range of religious stories (across different traditions) which feed into our curriculum in later years. This gives our pupils an awareness of key figures and religious teachings before they are studied in later years, allowing for a prior-knowledge driven curriculum.

In KS1, children are first introduced to our **3 substantive concepts** (to the right) which are woven through a range of carefully selected topics (see [Scheme of Work](#)). Each year group completes 3 topics a year (one for each concept) which offers a spiral approach to the curriculum and ensures that children's learning is based on what's been taught previously, providing an opportunity for overlearning. Within each topic, a range of different traditions are explored rather than looking at each tradition in isolation.

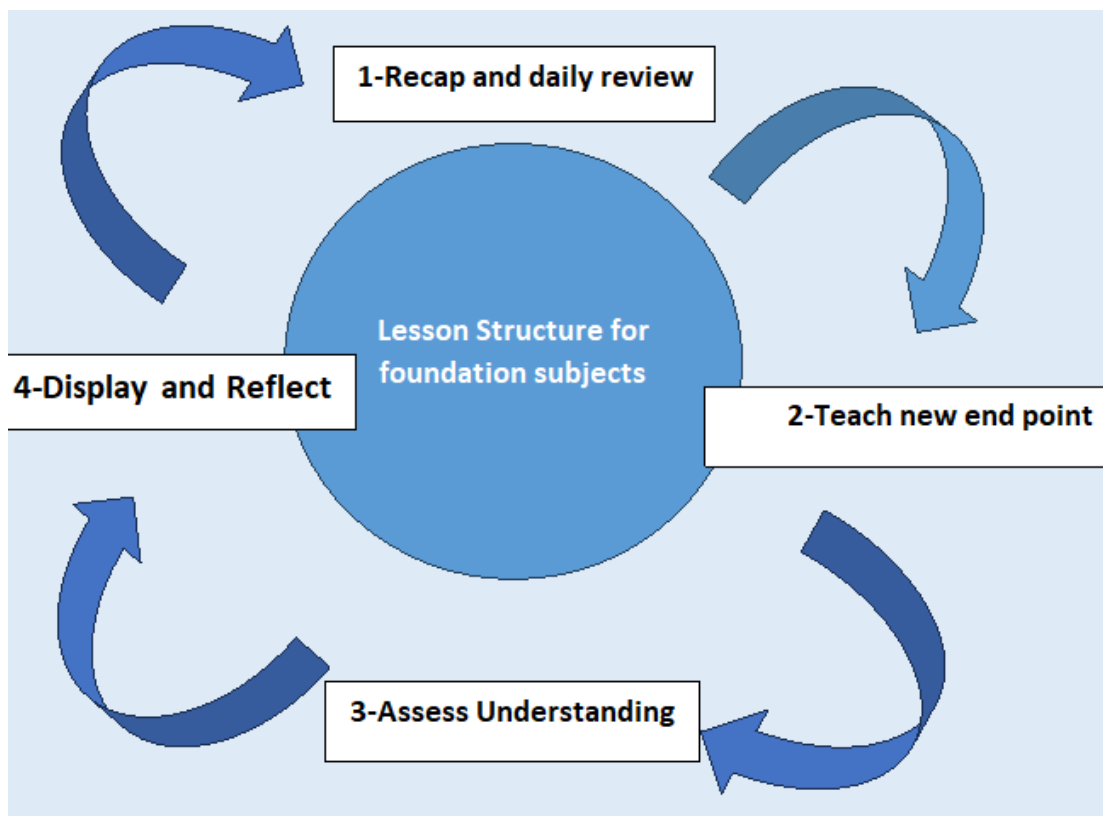
	Beliefs
	Practices
	Community and Belonging

To support the acquisition of religious vocabulary, tier 2 vocabulary has been carefully selected by the subject lead, and vocabulary reoccurs through the curriculum to support regular review (See End Points document for **colour coding of vocabulary**). In every year group, children are given the opportunity to visit a **different place of worship within their locality** to develop an evolving understanding of the diversities within their local community. Visitors to school also assists pupils in understanding the beliefs of others from a range of religious traditions.

The framework below is implemented in each RE topic across the school (Y1-6) to support sticky learning.



In addition to our topic structure, teachers also plan lessons which follow our lesson structure below:



Our MB10 (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning. Due to the complexities around teaching RE, staff are given annual subject knowledge training in staff meeting time.



RE Impact



Not only do our pupils show knowledge of different religions, but they are also able to identify common themes and make links. As they progress through school, they 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. They also acknowledge differences within religious traditions as well as between them, alongside awareness of what it means to be spiritual and non-religious beliefs, practices and landscapes.

In terms of data, at the end of the 23-24 academic year, 76.9% of children reached the expected standards in RE. As a trust, our moderation process concluded that 80% is the average across the Trust. In the academic year 24-25, our revised curriculum end points have been introduced which reduced the content to be delivered to ensure there is 'collectively enough' content to support our 3 substantive concepts. This adaptation to our curriculum was the result of our interpretation of the Ofsted RE Research Review (2024). Therefore, we will be monitoring the impact of these changes over the next academic year in terms of data.

Stage Descriptors

Stage Descriptors (agreed upon on a Trust level)

EYFS	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Say why festivals are special times for believers of different faiths. • Recall simple stories connected with key festivals - Christmas/Harvest/ Diwali etc.
KS1	<ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Notice and respond sensitively to some similarities between different religions and worldviews. • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. • Find out about and respond with ideas to examples of co-operation between people who are different. • Find out about questions of right and wrong and begin to express their ideas and opinions in response.
LKS2	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

	<ul style="list-style-type: none">• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
UKS2	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Say why festivals are special times for believers of different faiths.• Recall simple stories connected with key festivals - Christmas/Harvest/ Diwali etc.

RE Planning at Marus Bridge

Long Term Plans


Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

Medium Term Plans




MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the RE topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. All planning for these topics has been developed by teachers/HLTAS who have access to the Kapow scheme of work which is used as a base – the subject lead has identified which lessons within Kapow are to be used specifically to ensure that our curriculum is bespoke for our pupils, and that every lesson forms part of a wider concept. Objectives (and identified Kapow lessons) for each topic can be found within the RE End Point Document. Here is an example from Y2:

What is a prophet?	End points / questions	
	Explore the meaning of the word belief (linking back to creation as an example from Y1 - Not on Kapow)	Qur'an, Jesus, special, Muslim, messenger, prophet, Christian, bible, messenger, belief, sacred
	What are prophets and how do we know about them? (What is a prophet? Where will we find stories about prophets? Teacher note – explore key texts from different religions and explain that stories about prophets can be found within them. E.g. - Story of Jonah in Bible, Story of Mohamed and the night journey in Quran. Possible match up/Venn activity? - elements of Kapow lesson 1)	
	Tell stories about prophets from different religions (Who was Jonah? Who believes in him? What is the story of Jonah and the Whale? - elements of Kapow lesson 1 [Jewish/Christians] Who is Mohamed? Who believes in him? What is the story of Mohamed and the Night Journey – elements of Kapow lesson 4)	
	Know why the prophet Jesus Christ is special to some Muslims and Christians. (Why is Jesus important to some religious people? - Kapow lesson 5)	

The following topics are taught in each year group:

	<u>Beliefs Concept</u> 	<u>Practices Concept</u> 	<u>Community and Belonging Concept</u> 
EYFS	<p><u>Special Times:</u> Baptism Bar/bat Mitzvah Christmas Easter Day of the Dead</p>	<p><u>Special Stories:</u> Jonah and the Whale Christmas Story Creation Story Easter Story Tadpole's Promise Adam and Eve Mahamed and the Night Journey Noah's Arc Moses and the Red Sea Jesus' miracles (e.g. walking on water, turning water into wine, healing a blind man, loaves and fishes, healing the sick)</p>	
Y1	How did the world begin?	How do we know that babies are special?	
Y2	What is a prophet?	How do some people talk to God?	
Y3	What makes us human?	Why is water symbolic?	
Y4	Who is Jesus?	Just how important are our beliefs? (Here children link beliefs to the promises people make and their subsequent practices)	
Y5	Why doesn't Christianity look the same?	What happens when we die?	
Y6		Variations within practices	

RE Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'. For children in Years 1 - 6, children are summatively assessed in RE at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group. To inform these assessments, class teachers keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

The following assessment strategies support teacher observation and data collection:

- Informal quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- End of unit formative assessments (completed a few weeks after the topic has finished)

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

PKS (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
HNM (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
EXS (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.

Resources:

The following resources are available to support the delivery of the RE curriculum at Marus Bridge:

- Knowledge Organisers for each topic (Available on Kapow but 'tweaked' for our curriculum)
- Topic planning resources (Collated in the planning folder)
- non-fiction books/ a range of religious stories (stored in the school library)
- Library loan books (based on a specific topic) can be hired from Marsh Green Library free of charge.
- Educational visits to places of worship are planned to enhance learning
- Religious artefacts are available in the RE store
- Visitors to school are arranged by the subject leads annually

Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. If furniture is needed to be moved, tables and chairs should be stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

When handling equipment, ensure children are aware of how to handle them safely.

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

Safeguarding Considerations

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.

Inclusion Considerations

The teacher meets the needs of the most able and SEN by differentiating RE lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in RE and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all RE activities and due consideration will be given to the principles of inclusion.

In England and Wales Parents have the statutory right under **Section 71 of the School Standards and Framework Act 1998** to withdraw their children from RE lessons and acts of Collective Worship in schools.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in RE:

Non-Negotiable Adaptions
(should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions
(Select where appropriate for each subject/lesson):

<p style="text-align: center;">Visual Aids</p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;">Key Vocabulary Banks</p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;">Continuous Provision</p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;">Pre-Teaching</p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;">Mixed Ability Groups/Pairs</p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;">Print Longer WALTs</p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;">Adapted Knowledge Organiser</p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;">Differentiated Texts</p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;">Provide Additional Adult Support</p>	<p style="text-align: center;">Provide Additional Brain Breaks</p>	<p style="text-align: center;">Simplified Recording Methods</p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;">Differentiated Research Sources</p>
<p style="text-align: center;">Consider Timings of Interventions</p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;">Reduce Distractions</p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;">Adapt the Apparatus</p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;">Individual Interests</p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in RE</p>



Subject Monitoring:

The RE coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on sampling children's work/books, child interviews and lesson drop ins/observations.

RE is audited in the spring term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the autumn and summer terms, the RE lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. 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.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to RE at Marus Bridge is Mrs Catterall.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

