



# Curriculum Policy

## RE

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Effective From: September 2020

Date of Review: Summer 2021

Subject Coordinator 20/21:



# 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.

## 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.

## How do we achieve this?

- Year group outcomes are specified within the, 'Curriculum Planning & Assessment Document'. RE vocabulary to be discretely taught in each year group is stated within this document.
- The LCP scheme is used to support the progression of year group outcomes. See appendix.
- 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.

## Scheme of Work:

The LCP scheme of work for Religious Education covers all the requirements from the DSCF RE programme of learning for primary education. RE is taught in termly units across the school in a combination of religion-based and thematic topics.

## Resources:

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

- LCP scheme of work.
- 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.

## Health and Safety

## Inclusion and Safeguarding Considerations

The class teacher is responsible for considering IEPs of individual children before delivering a RE lesson. All work is appropriately differentiated to meet the needs of individual pupils.

## 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 coordinator 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. 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.

## Appendix 1

### Religious Education– Marus Bridge Primary School Long term planning units of work for Reception

#### Autumn Term

Introducing the idea of a multi faith community.

Divali

Harvest

The Christmas Nativity

#### Spring Term

Celebrations.

New Year, Chinese New Year, Shrove Tuesday and the Easter story.

#### Summer Term

Stories.

St Georges Day.

People who help us.

### Religious Education– Marus Bridge Primary School Long term planning units of work for Year 1.

All lesson plans can be found in appropriate LCP planning file with accompanying resources.

#### Autumn 1

Myself

#### Autumn 2

Celebrations

#### Spring 1

Stories

#### Spring 2

Special People

#### Summer 1

Belonging

#### Summer 2

Belief

### Religious Education– Marus Bridge Primary School Long term planning units of work for Year 2.

All lesson plans can be found in appropriate LCP planning file with accompanying resources.

#### Autumn 1

Myself

#### Autumn 2

Celebrations

#### Spring 1

Stories

#### Spring 2

Leaders & Teachers

#### Summer 1

Belonging

#### Summer 2

Beliefs

Religious Education– Marus Bridge Primary School Long term planning units of work for Year 3.  
All lesson plans can be found in appropriate LCP planning file with accompanying resources.

Autumn 1

4 wks Creation (1,2,3,4)  
3 wks Caring for the Environment (1,2,5)

Spring1

3 wks Right & Wrong (1,2,3)  
4 wks Birth Ceremonies (1,2,3,4)

Summer 1

Judaism  
(1,2,3,4,5,6)

Religious Education– Marus Bridge Primary School Long term planning units of work for Year 4.  
All lesson plans can be found in appropriate LCP planning file with accompanying resources.

Autumn 2

(3 wks) Neighbours (1,2,5)  
(3 wks) Christianity (1,2,3)

Spring 2

(3wks) Inspirational People (2,3 &5)  
Christianity-Easter(4 wks)  
(Ash Wednesday and lent, Palm Sunday, last Supper/Good Friday & Easter Sunday)

Summer 2

(4 wks) Sikhism  
(2,3,4 & Amrit)  
(3 wks) Becoming an adult (1,2,3)

Religious Education– Marus Bridge Primary School Long term planning units of work for Year 5.  
All lesson plans can be found in appropriate LCP planning file with accompanying resources.

Autumn

Islam (3,4,5)  
Marriage (4,5,6)

Spring

Christianity (2,3,4,6,7) inc lesson 3 from Marriage )(Christian Wedding

Summer

Life's Big Questions (1-6)

Religious Education– Marus Bridge Primary School Long term planning units of work for Year 6.  
All lesson plans can be found in appropriate LCP planning file with accompanying resources.

Autumn  
Belief (1-5)

Spring  
Race & Diversity(1-6)

Summer  
Hinduism (1,2,4,6,10)