



Together in God's love, we learn, inspire and grow



Religious Education Policy

This policy has been adopted by the governing body
of

St Andrews' CofE Primary School.

It will be reviewed annually or as required.

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Signed: *P.Dwan* Deputy Head

Religious Education Policy

The Religious Education curriculum aims to achieve:

The RE lead has worked in partnership with the curriculum lead, the Diocese and LDST colleagues to construct an RE curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Our aim is for every child at St Andrew's to be excited by RE, to know more, remember more and do more because of their engagement in exciting RE lessons. In line with our reading intent we have ensured all pupils read widely and often, including regular opportunities to practice their comprehension skills, appropriate to their age or ability.

Ultimately, we want pupils to be have an understanding of the trinity, the bible and what Religion means to them. We want our pupils to be outward looking and live their lives according to the Christian values that Jesus taught us and that we reinforce in school. We also want to give our children the tools, knowledge and experiences they need in order to be independent and to be able to delve deeper, reflect and have challenging conversations around the subject. We aim to ensure that pupils are prepared and well equipped to study RE beyond the primary curriculum by the time they leave year 6.

Links to Andrews' whole school curriculum intent:

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** - the essential key to the whole curriculum. We provide opportunities to engage learning in a fun and nurturing way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good quality outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are unlimited.

At St Andrew's we ensure that equality is embedded in all that we do.

RE Intent

Here, at St Andrew's Primary CoE Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We aim for our children to appreciate the way that religious beliefs shape life and our behaviour and for them to develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Our school motto is 'Together in God's love we learn, inspire and grow' and we feed this into our teaching on a daily basis. At St Andrew's, we want Religious Education to play a vital role in our pupils education, social, emotional and spiritual development.

Understanding

- Retrieval tasks are used the start of every lesson to revisit prior learning.
- Learning is sequenced so that it build on prior learning and key vocabulary is revisited and then expanded.
- Next steps marking allows children to reflect on their learning and answer questions through use of prior knowledge.

Nurturing

- Individual beliefs are respected and children have time to share their personal thoughts.
- Children are encouraged to think big and know RE is a safe space to explore their thinking.
- Talking is a key part of RE lessons and gives children time to build confidence.

Individual

- Children are given time to share their own opinions during lessons.
- Outcomes for lessons are adapted to suit children's own learning styles and abilities.
- Children are celebrated for their qualities and the unique experiences that they bring to discussions and lessons.

Quality

- Children are given time to explore their understanding.
- Children make links between prior learning and new learning
- Learning is sequential
- Quality first teaching is used at all times

Unlimited

- Children are encouraged to explore more and develop their own lines of enquiry and thinking within lessons.
- Children have opportunities to visit places of faith and explore these further outside of school.

- Children have the chance to be part of worship groups in school and at church.

Equality

- Children know that RE is for everyone and that they can access it in their own way.
- All children are included in all RE lessons at a level which is appropriate to them.
- All children's outcomes are celebrated and shared.

Long term planning and curriculum design:

The RE curriculum is coherently planned and sequenced towards clearly defined end points. We follow the Sefton SACRE which is supported through Questful RE. The curriculum lead and subject lead work in partnership to ensure that we have full coverage of all key objectives across school.

Our whole school Bible frieze is displayed in each classroom across school. This is referred to during every unit. The core concepts are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story. The emphasis is on the children gaining knowledge about and understanding the Christian Concepts of:

God - Creation - Fall - People of God - Incarnation - Gospel - Salvation - Kingdom of God

Children in EYFS - Y6 study units in RE which give them a good understanding of core Christian concepts, where these are found in the bible and how they are displayed in our lives.

How the curriculum is sequenced towards clearly identified endpoints:

The use of the SACRE planning ensures that coverage for the year and school as a whole is good. The units chosen for each year group (where choice is available) have been chosen to ensure a good balance of learning about Christianity and the different elements of this as well as other faiths. Our coverage will be at least 20% of other world faiths.

RE Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium term

Learning is sequenced in a way that builds upon prior learning with knowledge-based learning and reflection going hand in hand. Each lesson begins with reviewing prior learning before starting new learning with retrieval practice. This is done through teacher questioning. Pupils should understand a variety of new concepts and words by the end of a topic and be able to put these into the context of the Christian Values and Concepts. For each RE unit planned these are clear links made to stories from the Bible which will be read to or by the children depending on their age (All children in Year 2 onwards should have access to bibles)

What a typical RE lesson looks like, including how these expectations are clear across the school

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning
- 2) **Recap** previous learning and vocabulary.
- 3) **Introduce new learning:** introduce the main RE objective/big question/ learning for the lesson using a mixture of resources such as power points, photographs (primary and secondary sources).
- 4) **Apply the new learning:** There's a mixture of short tasks, explanation and discussion - and a lot of practise to help reinforce learning. Use of practical activities and talk partners to reinforce and develop logical thinking and clarity of arguments/ideas. Constant reinforcement of new vocabulary. Planned reading and writing opportunities to be included in outcomes.
- 5) **Develop the new learning:** deepen understanding of the concept through a task
- 6) **Plenary:** Recap and reinforce learning, reflective next steps linked to windows, mirrors and doors. This may be verbal or recorded in books.

In Key Stage 1 and 2 on average, children have 1 recorded piece of work in their RE books each week, opportunities for longer written outcomes increase as children mature and literacy develops. Evidence will also be visible in WOW books,

Opportunities for a range of written outcomes - cross curricular work.

How we ensure that pupils 'know more, remember more and can do more':

Effective use of our working walls, which is reviewed each lesson with key vocabulary and the use of sticky knowledge. When each new unit is started it will be put into context for the children so that they can see where it fits in the bigger picture and what prior knowledge they may need to draw upon. For each year group the big questions have been picked linked to the core concepts that we would expect pupils to remember for that unit. Then at the end of the next year they would remember these key skills and knowledge gained in their previous learning and be ready to add their new learning for that year. This then enables our children to leave us having become more confident in their faith, reflective of their own actions and have a good understanding of RE concepts.

Through weekly **Picture News** sessions, children are given opportunities to show how their understanding of world events and current issues is influenced by Christian values.

How the RE curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities. Our curriculum is vocabulary rich and incorporates a wide variety of reading. We have given the pupils access to a variety of books where teachers can set reading projects but they can also find books for themselves - the books will even read themselves to pupils who may struggle with this lower down school or for our send pupils. Our disadvantaged children will also have a library of books to access information that they wouldn't have at home.

We also expect to see a range of resources and techniques used in order to engage disadvantaged and SEND pupils. All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning in lessons. Learning is visual, it's kinaesthetic by putting actions to vocabulary. Pupils can also be targeted for TA support and support from other members of their class as we don't always sit pupils in ability groups. SEND specialist teachers in school offer advice and support which enables teachers to plan activities that meet the needs of the individual. Where possible

learning should be interactive and adapted for children who need a more hands on lesson in order to be fully engaged.

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability according to the style of task

- Using additional adults to support the work of individual children or small groups (where possible).

RE Impact

Overview of RE assessment procedures. including the expectations of teachers using both formative and summative assessment

Formative assessment - teachers assess children's work formatively in RE through questioning (open and closed questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions.

Summative Assessment - At the end of a unit of work (half termly) the class teacher makes a judgement about the children's achievements, and this information is then recorded and fed back to the RE Subject Leader. Although the teacher's are continually assessing the children, at the end each half termly unit, all children will complete an extended piece of writing to demonstrate their knowledge and understanding. The RE Subject Leader carries out a termly overview of the progress of RE.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for.

Both formative and summative assessment may take the form of a practical activity, a concept map or a written assessment. The teacher uses these assessments to inform reports to parents and the next class teacher at the end of the year, and to carry out half termly teacher assessment at the end of each unit of work within the Programmes of Study.

Monitoring arrangements

Book Scrutiny: These are done termly by the RE lead and a member of SLT. There

is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary. RE leader will look for evidence of bible readings and reflections from the children. Any RE book scrutinies will include WOW books and Picture News.

Lesson Observations/drop in: The RE lead and a member of SLT do this termly, feeding back to class teachers and SLT. Use of bibles must be evident.

Medium Term Planning: Medium Term Planning is provided for the Subject Lead at the beginning of each half term. This planning is adapted and developed throughout the half term and updated where necessary at the end of each unit of work.

Pupil Voice: RE lead speaks to a wide variety of children, termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

We aim to develop and enhance our subject leads personal interest and passion in RE through:

1. high quality continual professional development (CPD)
2. networking opportunities
3. engagement with the curriculum lead

we aim to ensure all staff RE knowledge is up to date through:

1. high quality CPD in staff meetings
2. provision of effective resources
3. meetings with RE lead to discuss units and next steps for their year group
4. networking opportunities



RE - St Andrew's C of E Primary School

Topics Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Why do people of faith say thank you to God at Harvest time? (Q)	How do Christians Celebrate Jesus' birthday? (Q)	Which stories did Jesus hear when he was a child? (Q)	What makes a place Holy? (Q)	How do you celebrate special times? (Q)	Why do Christians believe Jesus is special? (Q)
1	How can we help those who don't have a good harvest? (Q)	Why do we give and receive gifts? (Q)	What made Jesus special? (Q)	What do you think is the most important part of the Easter Story? (Q)	Why is Baptism Special? (Q)	Why is the church a special place for Christians
2	What are your favourite things in creation? (Q)	Why was the birth of Jesus such good news? (Q)	Why is the Bible such a special book? (Q)	How do symbols help us to understand the Easter story? (Q)	What happened at the Ascension and Pentecost? (Q)	Who is Muslim and what do they believe?
3	How do family life and festivals show what matters to Jewish people?	How does the presence of Jesus impact on people's lives? (Q)	Why is the bible so important for Christians today?	Is the cross a symbol of sadness or joy? (Q)	What does it mean to be called by God? (Q)	What is prayer? (Q)
4	What does it mean to be a Hindu in Britain today?	Why is Jesus described as the light of the world? (Q)	Which rules should we follow?	A story of betrayal or trust? (Q)	What does it mean to be a Christian in Britain today?	Why do some people think that life is a journey? What significant experiences mark this?
5	What is the nature and character of God? (Q)	How is Christmas celebrated around the world? (Q)	How and why do Christians read the bible? (Q)	If God is everywhere, why go to a place of worship?	What would Jesus do?	Green religion? How and why should religious communities do more to care for Earth?
6	What does it mean to be a Muslim in Britain today?	How do Christians prepare for Christmas? (Q)	Is it better to express your religion in arts and architecture or charity and generosity?	Is death an ending or a beginning? (Q)	What can be done to reduce racism? Can religion help?	What difference does it make to believe in ahimsa, grace and ummah?