

TRIANGLE C OF E PRIMARY SCHOOL

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Religious Education Policy

Spring 2025

Approved by: Head **Date:** Spring 2025

Last reviewed:

Next review due: **January 2027**

Statement of Intent

Religious Education takes a high priority in our curriculum. We fulfil the statutory requirements for the teaching of R.E, as set out by our Local Agreed Syllabus (Believing and Belonging) however we enhance this with trips to places of worship, celebrating a range of religious festivals and having visitors into schools to bring religion to life. We ensure our children have access to a high-quality religious education, we use the 'Understanding Christianity' scheme of work for our Christian units which is recommended in the Church of England's statement of entitlement. We understand that our school community does not represent the diverse world we live in so feel it is even more important for our children to learn about a wide range of faiths. This will enable our pupils to grow up to be knowledgeable and respectful citizens and understand how to navigate the world around them

Aims

- Deliver an exciting and engaging curriculum which deepens children's knowledge of both Christianity and other world faiths.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience
- Develop children's understanding of connected concepts that run through different world religions.
- Plan and teach lessons which allow children to respond in ever-increasingly creative ways.

Planning and Delivery

We fulfil the statutory requirements for the teaching of R.E, as set out by our Local Agreed Syllabus (Believing and Belonging). EYFS and KS1 classes teach the equivalent of 1 hour 5 minutes R.E per week, with KS2 classes teaching the equivalent of 1 hour and 10 minutes. All classes receive a standalone R.E lesson per week, although some classes may 'block' R.E to suit the needs of their cohort.

Resources

Across the school, we use Understanding Christianity as our 'scheme' when teaching Christianity. We then follow the units from our locally agreed syllabus (Believing and Belonging) for the teaching of other world faiths. Our R.E subject lead and two other members of staff has received the full training from the diocese for 'Understanding Christianity'. Our R.E progression map clearly sets out the essential knowledge we expect our children to have; vocabulary we want them to use and skills we want them to develop. Across the school, children have access to age-appropriate bibles and we are continuing to expand our range of resources to support the teaching of R.E

Assessment

In Religious Education, assessment is ongoing. Frequent opportunities are planned for the children to demonstrate what they have learned. In R.E this may take the form of a 'Low Stakes Quiz', quick retrieval questions at the start of a lesson, or peer assessment used in conjunction with the unit's knowledge organiser.

In addition to formative assessment opportunities, teachers may plan end of topic tasks which allow the children to demonstrate taught skills/knowledge/vocabulary. These may take the form of a focused piece of writing such as a 'double page spread.' Unit overviews have been created using the building blocks and outcomes from both Understanding Christianity and Believing and Belonging. These help us in ensuring that our judgements are valid and reliable.

Marking and feedback in R.E is closely matched to the key question of the lesson. Although teachers may still allude to spelling/grammatical errors, the purpose of marking/feedback is to deepen children's understanding of the content.

Inclusion

Children are given support where necessary so that every child can access Religious Education. Extra support may be offered to ensure that children can access the task – working with an adult or peer, support given with reading, alternative methods of recording or extra resources provided e.g., a timeline with a little more information to help them get going.

Strategies such as pre-teaching relevant vocabulary or providing a word bank help children who have language-based barriers to access the same work as their peers. We also have lots of physical resources to help children work practically, for example interactive timelines and physical artefacts, and try to include opportunities such as visits and workshops to help children to access this subject.

Right to withdraw

In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to make their own provision. This alternative will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Unless there are good reasons otherwise, a request should be made in writing to the head teacher.

Signed on behalf of Staff Date