

# Treeton C of E Primary School

## RE POLICY

SUBJECT LEADER: Emma Minhas

**Reviewed: September 2024**

**Date of next review: September 2025**

Whilst Treeton Primary School is a Church of England School we recognise that our children are growing up in an increasingly multicultural/multi-religious society. We also recognise that this is the village school and that many children come from families that have non-church/Christian affiliations.

This policy reflects the 'Curriculum Framework for Religious Education in England' document from The Religious Education Council of England and Wales and the statement of entitlement from the board of education/ national society council. This is intended to be a national benchmark document for RE. It takes account of wider educational aims, including the aims of the new national curriculum. In particular, it embodies respect for the law and the principles of freedom, responsibility and fairness. It demonstrates a commitment to raising expectations and standards of the RE received by all children and young people. It has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.

### Vision and values at Treeton C of E primary school

#### **Let your light shine (Matthew 5:16)**

Our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can **let their light shine** to the world.

To do this we seek to inspire our children to:

- have courage
- have respect
- have faith

These three 'haves' are understood in a distinctive Christian way.

Our vision is that children will 'have' these virtues – that they will form and mould the character of our children and become the way in which they flourish in school and life. We affirm the Church of England's vision that such character education is "central to a Christian vision for education for 'life in all its fullness' and is concerned with developing virtues seeing them as 'character in action', grown through experience and demonstrated over time in word and deed."

We recognise the "fundamental interdependence of character education and academic excellence for developing and celebrating human flourishing."

#### AIMS

- To raise standards in RE using the Understanding Christianity resource and the Rotherham Agreed Syllabus (SACRE) with the related assessment tools
- To drive to raise standards and personalise learning so that all our pupils can achieve their full potential (Let your Light Shine Matthew 5:16).
- To develop a growing knowledge and understanding of the major basic principles of Christianity and other major religions.

- To develop skills which enable pupils to form a spiritual and moral ethos that is based on Christian principles
- To foster an understanding of and respect for, other faiths.

#### Curriculum intent for RE

At Treeton C of E teaching RE is at the core of the curriculum. We place great value in enabling children to learn 'from' and 'through' RE and not just 'about' religion. Children are encouraged to think through their learning, make connections and to apply their knowledge of RE to their own lives, and thus become aware of their own spirituality. Our work is based on developing our children's exposure to and respect for a range of beliefs within world religions, whilst understanding and valuing the opinions of those with no religion or faith. We ensure the development of a more coherent and challenging curriculum which focuses on the core knowledge of what we want pupils to know through enquiry based 'concept' questions. Our work is underpinned by the belief that children achieve more when they move beyond learning about religion into learning from religion. Therefore, our curriculum is designed to ensure children know more and remember more about Christianity and other world faiths as well as ensuring children become critical thinkers. They think critically about religions, develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook and develop their own personal opinions. They learn that it is acceptable to have their own views, but are also taught the value of listening to, understanding and respecting the views of others. Children are also taught to consider "how they know". We develop a deeper understanding by reducing content and providing a chance to dig deeper, apply their learning and explore the impact of religion on life today

#### Implementation of our RE curriculum

Our RE curriculum is designed to fulfil our responsibilities in terms of the National Curriculum. In order to fulfil our intent and planned aims, we use the 'Understanding Christianity' programme and Rotherham Agreed Syllabus (using Rotherham SACRE). This is broken down by year and term in a long term plan and is incorporated into the school's rolling programme. This is further detailed in termly plans (medium term) and then in weekly plans. The following religions are covered through school in depth alongside Christianity:

- **Judaism (KS1)**
- **Hinduism (LKS2)**
- **Islam (UKS2)**

In the teaching of Christianity, coverage is based on eight key concepts:

**God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.**

These core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through school. Each unit begins with a key question and this is threaded through every lesson. The concepts are sequenced to build on understanding of the 'big story' of Christianity underpinning people's faith

Each unit allows children the process of unpicking a particular religious expression, understanding that there are shared religious concepts and common human experiences. Each unit within UC has three key sections to explore: Making sense of the text, Understanding the impact and Making connections. There are carefully planned outcomes for children to achieve for the end of the unit and a clear set of Knowledge Building Blocks

A similar approach is adopted to the teaching of Judaism, Hinduism and Islam. Children are taught core knowledge about these religious beliefs but are then expected to understand the impact of these beliefs on individuals and wider communities and make connections within individual faiths and across other religions.

All children in school have a lesson of RE each week which is taught by class teachers.

There are clear links with speaking, listening reading and writing to support good pupil outcomes in this subject – with the expectation that children will be achieving at the same level across these subjects.

### Teaching

- Teachers focus on teaching simply, practicing thoroughly, feeding back constructively and applying learning independently. The teaching strategies which are used in all curriculum areas are used to facilitate the pupils to know and remember more (DSAT Teach simply model).
- Teachers support children to develop a deep understanding. It is key to teach them to form their own opinions whilst also recognising the value of respecting and considering others opinions.
- Teachers support our children to consider how they know something and encourage them to think about the source of information they encounter in order to consider its validity.
- Our aims are to ensure that every child can achieve their full potential “Let your Light shine” (Matthew 5:16) and teach them that RE helps them to become good citizens of our community.
- Teacher knowledge is developed through carefully planned CPD (both in school and external)

### Individual lessons

- RE lessons follow the ‘Teach simply’ model.
- A structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.

### Assessment

Chris Quigley Milestones are used to support the spiral and progressive curriculum delivery. Assessment is carried out against the Rotherham Agreed Syllabus (using Rotherham SACRE) assessment framework and outcomes, and the Understanding Christianity resource assessment framework. The accurate assessment of children’s substantive and disciplinary knowledge is critical to ensure all children have the required knowledge needed to access the next component identified in our progression documentation.

A range of assessment for learning strategies are used throughout our RE assessment. We teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective. Teachers use ongoing assessment strategies such as retrieval practice to consolidate learning and help children deepen knowledge in the long term memory. Outcomes are reported to the subject leader termly and tracked using EAZ Mag to monitor and evaluated impact.

### Inclusive RE provision

Our school has an ambitious RE curriculum, which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the key stage programme of study and support is provided to all the children to gain required knowledge and understanding through the accurate support with adults and resources. A coherently planned two year rolling programme is used to ensure the learning is pitched accurately for all children therefore allowing all to be included in lessons to access new learning. The learning environment contains a specific RE focus area, which will include the agreed non-negotiable list, images and models to support understanding.

### ADMINISTRATION (INCLUDING GOVERNANCE)

All teachers have access to resources located centrally to support the delivery of the curriculum and these are regularly audited and replaced by the RE lead.

All classrooms have bibles and bible stories available for children within the reading area.

RE is monitored by the RE lead following the school's Monitoring and Evaluation schedule and drop-ins. Action plans reflect the schools focus and regular reports are made to SLT and governors.

Governors are invited to undertake monitoring and evaluation of RE and worship at least once a year as part of the schools monitoring and evaluation schedule. A report of this process is then produced to ratify or challenge the judgements of the subject leader and SLT.

#### WIDER COMMUNITY

Each term the school celebrates special occasions within the Christian calendar. At least once a term high quality RE will be celebrated through special mentions assemblies and class celebration showcases which parents are invited to attend. The emphasis is to thank God for our talents, to bring weekly achievements before God, and to 'Let our light shine' valuing individuality. A Prayer and reflective music are part of the format.

Visits to the church form part of the RE curriculum and visitors from the local church and wider Christian organisations such as the Rivers Team, Open the Book, The Centenary Project (Rotherham Minster), Barnabas in schools, Samaritans purse, Gideon Bible and the archer projects provide opportunities for children to consider the Christian principles which underpin the schools ethos.

#### RIGHT OF WITHDRAWAL

Parents have the legal right to withdraw their son/daughter from Religious Education and from the Acts of Collective Worship on religious grounds.

#### POLICY LINKS

Further information is found in the Curriculum, Teaching and Learning, Assessment, PHSE, Worship and Behaviour policies and also the Monitoring and Assessment Schedule.