

The Curzon C of E Primary School



Religious Education Policy

December 2024
To be reviewed 2027

Our Vision
'Aspire Believe Care'

“Let your light shine” Matthew 5:16

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

Our vision is underpinned by our school's core values of, Friendship, Forgiveness, Perseverance, Respect, Truthfulness and Compassion. Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Subject Statement

Intent

RE has a high profile within the curriculum at the Curzon C of E Primary School and is a priority for senior leaders. The RE curriculum is intrinsic to the school's Christian vision of enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and the spiritual, moral, social and cultural development of all pupils. The school follows the Derbyshire Agreed Syllabus for Religious Education in conjunction with units from 'Understanding Christianity' as an additional resource. The RE curriculum will engage and challenge pupils of all ages in the school through an exploration of core concepts and questions, enabling them to:

- **Raise challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- **Develop knowledge and understanding** of Christianity (as a multicultural world faith), other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **Build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Develop respect for others**, including people with different faiths and beliefs, and help to challenge prejudice.
- **Consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion
- **Develop a sense of awe, wonder and mystery**, igniting interest in nature and exploring beliefs through art and creativity in the natural world.

'Understanding Christianity' will be used to support pupils by linking their developing understanding of significant theological concepts in Christianity with their own self-understanding and experience of the world, as part of their wider religious literacy.

Implementation

RE is taught for an hour a week, or equivalent. Coverage is planned to link with key dates and religious festivals where appropriate, to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

As children progress through the programme of study, they are able to look more deeply into spiritual, ethical, moral and social issues and with increasing breadth across different religions, beginning with Christianity and introducing Judaism, Islam and Sikhism over time. Learning is planned and sequenced to support pupils in building an ever-increasing picture, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Expressing. This ensures that the investigation, exploration and reflection of their own and others' responses to 'Key Questions' can continuously increase in depth, breadth and complexity.

Impact

R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. Through our RE curriculum, we aim to help children and young people develop spiritually, academically, emotionally and morally to promote a better understanding of themselves and others and to equip them for future challenges and responsibilities. We aim to give them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment as well as promoting positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

Teaching and Learning

In each unit, children are guided towards the learning objective (LO) through the use of a Key Question which is broken down into focused lesson questions, building to children's final understanding. The question, or LO derived from the question, is shared at the beginning of the lesson and reviewed by children at the end. It is subsequently used by the teacher during the assessment and review of children's work and is used to identify individual target areas.

- Teachers aim to provide a teaching environment which encourages children to share, to question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- Active learning in RE will include practical first-hand experiences, e.g., the use of artefacts, artwork, visits to places of worship and relevant learning outside the classroom, visitors to school with specialist knowledge and expertise and first-hand accounts.
- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- The children have access to the necessary resources to further their own independent learning e.g., artefacts, books, iPads etc.

Assessment

Assessment of R.E is conducted informally during lessons using observations and through marking of children's work against learning objectives. At the end of each unit, a summary judgement is made in relation to the descriptors from the Derbyshire Agreed Syllabus and Understanding Christianity. These are then recorded and used to inform future planning and monitored by the subject coordinator. Attainment in R.E is monitored through analysis of this data, lesson observations, link governor learning walks, work sampling and through pupil dialogue. This information will feed into the Church school self-evaluation process. (SIAMS).

Planning and Resources

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's RE long term planning is informed by and aligned to the Derbyshire Agreed Syllabus and Understanding Christianity schemes of work. When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task differentiation where necessary. An important part of the planning procedure is referring to prior knowledge/learning, and this is reflected in the initial lessons of a new unit of work as outlined in the schemes of work. Ongoing adaptation of lesson planning is encouraged as the unit of work progresses, to take into account and respond to pupil knowledge and interests which emerge.

Resources, artefacts and selected books for different religions are stored centrally for use by all year groups. Additional books on religions are available in the school library and can be taken to classrooms for the duration of an RE topic to support RE displays and learning.

Organisation

RE is studied in half-termly units of work as outlined in the school's long term RE planning grid. The grid maps units from the Agreed Syllabus and supplementary units from Understanding Christianity onto a two-year programme and identifies links between them. Coverage of the key concepts of Living, Expressing and Believing are also readily trackable on the grid. The grid is updated annually and reflects the teaching and class arrangements for the current year.

EYFS

The Derbyshire Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage with links to the EYFS 7 areas of learning. Children will have opportunity to develop their emerging moral and cultural awareness. Children in EYFS will encounter Christianity and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

KS1 & KS2

Children in Year 1 and 2 will study Christianity and Judaism, Year 3 and 4 study Christianity, Judaism and Islam and Year 5 and 6 study Christianity, Judaism, Islam and Sikhism. In KS1 and KS2, children build upon and strengthen their moral and cultural awareness. Children will encounter religions and world views through a variety of learning experiences such as visiting places of worship and dialogue with visitors from the wider school community as well as students' own expertise. All learning is supplemented by a range of high-quality film clips and artefacts.

Equal Opportunities and Inclusion

Attitudes such as respect, fairness, care and concern are promoted through all areas of school life and all children's ideas are valued and celebrated.

At The Curzon C of E Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion including paired work, open questions and direct, differentiated questioning and group discussions. The activation of prior knowledge and contextual learning enables children to deploy skills, ask questions and explore answers to continually extend their learning. We strive to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

All pupils are entitled to access the RE curriculum at a level appropriate to their needs.

The wide and varied range of learning experiences, including access to places of religious worship in the immediate and wider locality, as well as participatory events such as The Easter Experience, ensures a broad, balanced and enjoyable RE curriculum that considers all learners.

Role of the subject leader

The subject leader will:

- Ensure a high profile of Religious Education in the school.
- Ensure a full range of relevant and effective resources are available to enhance and support learning.
- Model teaching of Religious Education.
- Keep up to date on current developments in Religious Education and disseminate information to colleagues.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent and progressive learning outside the classroom.
- Establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in RE.
- Monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SLT).
- Monitor planning and oversee the teaching of RE.
- Ensure that the RE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- Lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- Ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD.

Parents

At The Curzon C of E School, the significance of children's experiences at home is recognised and children are encouraged to talk about home observations and practices. We recognise that the teaching of religious beliefs often begins in the home, and that carers and parents have a valuable role to play in assisting their child's learning. The involvement of families and the wider community to help support the teaching of RE is encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the RE curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of RE.

Where RE homework is set, this will be clearly communicated in Learning Logs and will provide further means to involve parents in their child's learning. Information on the content of each year group's RE curriculum is shared as part of the half-termly curriculum newsletter for each class. Parents may receive photos of their children's work through Class Dojo and can view their child's RE work at Book Evenings. Parents are informed of their child's learning at Parents' Evenings and in the annual end of year report.