

St Nicolas and St Mary CE Primary School

Subject: Religious Education Subject Leader(s): Matt Davies

Updated/Last reviewed: 15.10.24

1	Intent - <i>What we are trying to achieve through our curriculum</i>
1.1	<p>Vision</p> <p>We believe that Religious Education should inspire pupils to think deeply about the world around them and their relationship with it. RE lessons are an opportunity for children to explore their own beliefs as well as the beliefs and practices of major religions and world views in a creative and cross curricular way. Our RE teaching encourages children to discuss and reflect upon Big Questions and learn how to be respectful, tolerant and knowledgeable citizens.</p> <p>The school vision: Be Courageous! Live and Learn in Faith, Hope and Love underpins everything we do in RE.</p>
1.2	<p>Programme of education</p> <p>Our curriculum has the Church of England's document - <i>Religious Education in Church of England Schools - A Statement of Entitlement</i> at its heart, which states that: "Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."</p> <p>During their time at school, pupils will learn about different religions and world views, with a key focus on Christianity, being the main religious tradition in this country. The teaching of Christianity, Judaism and Islam is taught in both KS1 and 2 so that children can develop a depth and breadth of understanding over time. Pupils will also learn about Hinduism, Buddhism and Humanism in KS2 and have further lessons on Christianity and Judaism.</p> <p>Religious Education is co-ordinated to ensure the highest quality of learning experiences for pupils and to cover the requirements of the West Sussex Locally Agreed RE Syllabus (2020-25). It is our school policy that RE is taught as a core subject by qualified teachers and where possible, by the class teacher.</p> <p>The school teaches at least 36 hours of RE per year in Reception/KS1 and at least 45 hours per year in KS2, as per the West Sussex Agreed Syllabus. This is sometimes linked to and extended from the worship theme, PSHE lessons and other cross-curricular work. At Christmas and Easter time, children take part in additional special themed RE days to ensure greater progression of learning and allow more time for reflection and re-enact a 'Live of Christ Passion Play' every four years.</p>

1.3	<p>Statutory Requirements</p> <p>A high-quality Religious Education curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. Furthermore, as a Church school, it is our intent that we provide excellent practice in the teaching of RE. Our RE curriculum is inspected regularly as part of the Section 48 inspection (SIAMS).</p>
1.4	<p>Spiritual, Moral, Social and Cultural development (SMSC)</p> <p><i>See SMSC policy for more information</i></p> <p>It is our intent that RE teaches pupils to become more reflective and aware of themselves and the world around them. RE will enable children to gain an understanding of other people's faiths, cultures and beliefs and also to develop their own spirituality and ideas about religion. Our RE curriculum fully supports SMSC development.</p>
1.5	<p>Related Policies</p> <p>Please see the SMSC Policy, Worship Policy and Teaching and Learning Policy.</p>
1.6	<p>Withdrawal from RE</p> <p>Parents can request that their child is withdrawn from RE. If this is requested, parents/carers are interviewed by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from and to see if there is a way of enabling the child to remain part or all of the curriculum.</p>

<p>2 Implementation – <i>How we deliver our curriculum</i></p>	
2.1	<p>Planning</p> <p><i>Please see our Curriculum Map and RE Planning Guidance for detailed information on our RE Planning and school expectations.</i></p> <p>As a school we have chosen to plan from the Diocese recommended Understanding Christianity resource for all teaching on Christianity across the school. In addition, in Reception, the children are also taught using Understanding Christianity accredited resources written by Gill Vaisey, which are tailored to meet Early Years objectives. They also share stories from other religions and learn about key festivals such as Diwali.</p> <p>For the teaching of other faiths and world views we use planning from a range of sources, including the Emmanuel Project, Islam lesson plans written by Lat Baylock and school planning linked to our topics.</p> <ul style="list-style-type: none"> • In KS1, Christianity is taught for 2/3 of the time and Judaism/Islam for 1/3 of the time in Year 1 and Judaism for 1/3 of the time in Year 2.

	<ul style="list-style-type: none"> • In KS2, in Years 3, 4 and 5, Christianity is taught for 2/3 of the time and other religions for the remaining 1/3. In Year 6 there is a split of 1/3 Christianity, 1/3 Judaism and 1/3 Humanism. • This is normally timetabled in on a weekly basis but at times may be blocks of work e.g. themed RE days. • All units of RE are linked to a Big Question related to the learning. • The school vision underpins our learning and links are frequently made between lessons and aspects of the vision.
2.2	<p>Resources</p> <p>In RE lessons, children have access to a wide range of resources including persona dolls, religious artefacts, texts and stories and online videos. At the beginning of Year 3, children are presented with their own Bibles by the local clergy, which are then used in Christianity lessons. Each class has an RE display featuring the Big Question for the unit they are studying and relevant work and information. Resources are also borrowed from the Diocese as necessary.</p>
2.3	<p>Teaching</p> <p>RE is always taught by teachers and where possible, by the class teacher.</p>
2.4	<p>Enrichment</p> <p>Our RE curriculum is enriched by visits to places of worship, visitors in school, special RE days for more able pupils, themed days and cross curricular activities.</p>
2.5	<p>Health and Safety</p> <p>Our priority is to deliver the curriculum in a safe way and we undertake risk assessments, where necessary, for trips and enrichment activities in school.</p>
2.6	<p>Professional Development</p> <p>The RE Subject Leader/s in conjunction with the SLT lead stays up to date with research and good practice by attending RE Network Meetings organised by the Diocese, local RE network meetings, relevant training and being a part of online forums. Subject Leader/s also facilitate Diocese RE training for new members of staff and organise CPD sessions in staff meetings. Teachers have access to a range of books and online resources to develop subject knowledge.</p>
2.7	<p>Inclusion</p> <p>In RE we have high expectations for all pupils including those who are more able, have low prior attainment, from disadvantaged backgrounds, have SEN and/or disabilities or English as an additional language (EAL).</p>

Our RE curriculum is ambitious for all children and is designed to help all pupils develop and apply knowledge and skills with increasing fluency and independence. This is done through the use of:

- **Sequencing the curriculum** so that core concepts and values are revisited and pupils can dig deeper and embed their understanding
- **Curriculum Maps** – Maps detail in which term, and in which year group, RE units are taught. The units of RE are placed in such a way that the substantive knowledge and disciplinary skills are covered in increasing levels of complexity. Where appropriate, the units will be adapted to better support specific pupils.
- **Balance of learning opportunities** – The curriculum is designed to combine a range of active learning alongside receptive, co-operative and individual learning.

In order to implement a fully inclusive RE curriculum, which is accessible and challenging for all pupils, we use a range of Quality First Teaching strategies including:

- Discussing Big Questions to extend and reinforce thinking
- Learning in a cross curricular way through Art, Design and Technology, Drama and English
- Modelling to aid understanding and build independence
- Linking learning to real-life and given contexts within the world, local community or school
- Children working in flexible mixed ability 'Journey Together' partners or groups
- Using visuals such as artefacts, videos and pictures
- Use of knowledge organisers containing key facts, pictures and vocabulary that provide children with memory hooks
- Use of working walls to display key concepts and vocabulary
- Using stories to capture interest into people and events
- More able pupils being given opportunities to attend RE workshops with other schools
- Additional support from Teachers and TAs where necessary
- Use of explicit instruction e.g. teaching skills and concepts in small steps; using examples and non-examples; using clear and unambiguous language; anticipating and planning for common misconceptions; and highlighting essential content and removing distracting information.
- Use of Persona dolls across the school and use of the Revd Freddie Fisher puppets in the Early Years to engage all children and provide multi-sensory experiences
- Re-enactments of different religious festivals e.g. Passover and Holi

We ensure that the work being covered is appropriate to pupils who come from any religious background or none.

It is our intent that pupils will also develop 'cultural capital' in a wide range of ways including:

- Trips to local places of worship e.g. Christian churches and the Worthing Masjid.
- Visitors from different faiths coming into school including close relationships with the local clergy and church communities.
- Opportunities to explore texts and artefacts from different religions and world views.
- Exploring a wide range of religious texts

	<ul style="list-style-type: none"> • Re-enactments of different religious festivals e.g. Passover and Holi • RE lessons are linked to topics where possible e.g. Buddhism to Mountains and Rivers and Judaism to World War II • Receiving their own Bible in Year 3, which is used throughout RE lessons in KS2 • Lessons delivered by Walk Through the Bible in Year 5 • Taking part in Nativities in the EYFS and Year 2 • Taking part in themed RE days • Taking part in the whole school Passion Play (every four years)
3	Impact – <i>How we know what difference our curriculum is making</i>
3.1	<p>Assessment</p> <p>Teachers use a variety of means of assessing pupils’ work in line with the whole school assessment policy and the requirements of the curriculum. This will include:</p> <ul style="list-style-type: none"> • the regular reviewing of pupils’ work against learning objectives • listening to pupil discussion during RE lessons • set assessment tasks at the end of each unit of work • Tracking progress using in house systems each half term and annually on Target Tracker <p>Pupils’ achievement in RE is reported in the annual pupil reports and passed on to the next class teacher.</p>
3.2	<p>Subject Leaders Monitoring and Evaluation</p> <p>RE Subject Leader/s in conjunction with the SLT are responsible for monitoring the subject throughout the school and making evaluations about pupils’ progress. Examples of this include:</p> <ul style="list-style-type: none"> • Looking at the quality of pupil’s learning and progress • Looking at the effectiveness of teaching RE • Looking at progression within the curriculum in terms of key concepts and skills • Reporting information to Governors • Monitoring resources and the environment <p>This will be done through:</p> <ul style="list-style-type: none"> • Discussions at staff meetings, training days and other appropriate times • Overseeing colleagues medium and short term planning • Sampling children’s work • Talking to pupils about their work • Undertaking learning walks • Involving others such as the governor responsible for R.E. • Moderating work with other schools where possible • Reviewing against the criteria set in Strand 7 of the new SIAMS framework which evaluates the effectiveness of Religious Education.

3.3	School improvement Issues identified are dealt with by the Subject Leader/s in conjunction with or support from the SLT.
3.4	The Governing Board As a voluntary aided school, the Governors have a special responsibility for the RE in the school and it is expected that the Vision and Ethos Working Party, who are responsible for RE, will take a particular interest in its formation, delivery, assessment, monitoring and reporting. This will include Governor Visits with a focus on RE, including interviews with the Subject Leader/s, pupils, learning walks and book looks. The RE Subject Leader or SLT Lead reports to the Governors at their termly Vision and Ethos meeting and the Governors review the RE Policy and curriculum annually.