



<b>RE Policy</b>	
<b>Date of last review</b>	Summer 2024
<b>Next review due date</b>	Summer 2025
<b>Approved by Governors and Head Teacher</b>	

*'Empowering children through sustainable, diverse, arts-enriched education'*

### **Curriculum intent for R.E**

At Thornhill Primary we aim to provide a curriculum that is accessible for all ages so that they can engage and be inspired by and appreciative of other religions and cultures in our community. We want our children to develop their knowledge and understanding through exploring beliefs, values and traditions of others, ask questions to build on enquiry, be inquisitive and excited about the world around them and to reflect on their own beliefs and values.

### **Introduction**

This policy outlines the teaching, organisation and management of the R.E curriculum taught at Thornhill Primary School. Religious Education is a required subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs.

### **Aim**

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

### **Intent**

The curriculum for **RE aims** to ensure that all pupils can do the following:

**1** Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

**2** Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3** Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

At Thornhill we also wish to provide children with:

- foster the development of positive attitudes in order to encourage pupils to see themselves as,
- an equal, valued and valid part of the school and the community opportunities to work together as a whole school community
- an ability to know and understand the beliefs of others and respect their right to believe and to understand
- how religious beliefs and practices affect people's lives support pupils' spiritual, moral, social and cultural development
- To examine the questions relating to human existence and purpose;
- To become responsible for one's own behaviour and to develop a willingness to act according to
- moral rules and to regulate behaviour for the good of another individual or the group
- To develop a willingness to see that others have a right to a point of view.
- Promote a positive attitude towards learning
- A willing to learn and aspire to be the best
- Able to give, receive and value feedback
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- The early year's provision in school may also wish to refer to this specifically – for example, to:
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

### **Implementing R.E**

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning approach, with support from the agreed R.E syllabus, has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning

in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

- Making sense of beliefs- Understanding the impact Making connections  
Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.

- Making connections  
Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied and consider how these ideas might challenge their own thinking; discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

- Understanding the impact  
Examining and explaining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.

### **Time spent on R.E**

Schools have a statutory responsibility to deliver RE to all pupils, except those withdrawn by parents. Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

FS & KS1: 36 hours (1 hour per week)

KS2: 45 hours (1.25 hours per week)

### **Organisation and planning**

RE is a part of the whole school curriculum, linking into the creative curriculum. The RE syllabus that we are currently following at Thornhill Primary school is the 'Central Bedfordshire Agreed Syllabus for Religious Education 2024-2029'.

The RE syllabus uses a multi-dimensional model of religions and worldviews, and of RE itself. Learners explore questions of identity: who am I? Where do I fit in? What influences shape me? They discover a range of accounts of the meanings humans find in life, developing their own sense of meaning, and they consider how human values are often common and humane, but also often distinctive in the ways they are expressed and practiced.

The principal aim of RE in Key Stage 1 and Key Stage 2 is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The R.E curriculum in Early Years sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experiences. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring: children investigate and experience things, and ‘have a go’.
- Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Here at Thornhill RE can also be taught through:

- Role play and drama;
  - Story telling;
  - Discussion and debate;
  - Topic work;
  - Reflection;
  - Case studies
  - thought experiments
  - Use of visitors;
  - Use of local community;
  - films and videos.

We recognise that in all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty with use of adaptive learning;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

### **Whole School Overview 2024/2025**

Nursery- RE is non-statutory, but teachers may choose to incorporate RE material into children’s activities. Here are some of things nursery children will be learning throughout the year.

Myself	People who help us	Our special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
Songs and music	We are all different and we are all special	Thinking big thoughts
People special to me	Special places	The natural world

**EYFS-**

<p><b>Autumn 1</b> Why is the word 'God' so important to Christians? F1</p>	<p><b>Spring 1</b> Being special: Where do we belong? Learn from at least 2 religions? F4</p>	<p><b>Summer 1</b> Which places are specially valued and why? Learn from at least 2 religions. F5</p>
<p><b>Autumn 2</b> Why is Christmas special for Christians? F2</p>	<p><b>Spring 2</b> Why is Easter so important to Christians? F3  Visit from a Vicar</p>	<p><b>Summer 2</b> Which stories are specially valued and why? e.g Creation Noah's Ark. F6</p>

**KS1- Years 1 and 2**

<p><b>Autumn 1</b> <i>Recap on creation story</i>  What do Christians believe God is like? 1:1  <b>Autumn 2</b> Why does Christmas matter to Christians? 1:2 Church visit</p>	<p><b>Spring 1</b> What can we learn from sacred books and stories? 1:8  <b>Spring 2</b> <i>Recap on Easter story</i> Why does Easter matter to Christians?  Visit from Vicar</p>	<p><b>Summer 1</b> <i>Recap on sacred books</i>  Who is Muslim? What do Muslims believe and how do they live? 1:4  <b>Summer 2</b> What makes some places significant? 1:8</p>	<p><b>Autumn 1</b> How should we care for each other? Why does it matter? 1:9  <b>Autumn 2</b> <i>Recap on Christmas</i> Who is Jewish? What do Jewish people believe and how do they live? 1:3 link to Hannukah</p>	<p><b>Spring 1</b> What is the 'good news' Christians believe Jesus brings? 1:12  <b>Spring 2</b> How and why do we celebrate significant times? What makes celebrations sacred to believers? Incarnation/Easter 1:7 Church visit</p>	<p><b>Summer 1</b> <i>Recap- places of worship</i> Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? 1:11  <b>Summer 2</b> How do we show that we care for the Earth? Why does it matter? 1:10</p>
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**Lower KS2- Years 3 and 4**

<p><b>Autumn 1</b> Where, how and why do people worship? L2.1  <b>Autumn 2</b> <i>Recap on festivals previously taught</i> What are the deeper meanings of religious festivals? (choose 3 religious festivals) L2.11</p>	<p><b>Spring 1</b> How is faith expressed in Hindu communities and traditions? (Holi) L2.7  <b>Spring 2</b> Why do Christians call the day Jesus died 'Good Friday'? L2.5</p>	<p><b>Summer 1</b> For Christians, what was the impact of Pentecost? (Kingdom of God) L2.10  <b>Summer 2</b> <i>Recap on how we care for the Earth</i> What kind of world did Jesus want? L2.4</p>	<p><b>Autumn 1</b> <i>Recap on Hannukah</i> How do festivals and family life show what matters to Jewish people? L2.8  <b>Autumn 2</b> What is the 'Trinity' and why is it important for Christians? L2.3</p>	<p><b>Spring 1</b> <i>Recap on places of worship -Muslims</i> How do festivals and worship show what matters to Muslims? L2.9  <b>Spring 2</b> How is faith expressed in Sikh communities and traditions? (Vaisakhi) L2.8</p>	<p><b>Summer 1</b> Why do some people think life is like a journey? How and why do people mark the significant events of life? L2.2  <b>Summer 2</b> How and why do people try to make the world a better place? Links to all religions L2.12</p>
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## Upper KS2- Year 5 and 6

<b>Autumn 1</b> How and why do some people inspire others? Examples from all religions. U2.4  <b>Autumn 2</b> How is faith expressed in Islam? U2.6	<b>Spring 1</b> Values: What matters most to humanists and Christians? Christian and non-religious people. U2.3  <b>Spring 2</b> How do Christians decide how to live? What would Jesus do? U2.5	<b>Summer 1</b> What do Christians believe Jesus did to 'save' people? U2.6  <b>Summer 2</b> <i>recap on what we already know about Hindus</i> What helped Hindu people as they try to be good? U2.7	<b>Autumn 1</b> Why do some people believe in God or not? (Atheists, agnostics, freethinkers, sceptics) U2.11  <b>Autumn 2</b> Creation and science: confliction or complementary? U2.2	<b>Spring 1</b> What does it mean for Christians to believe God is holy and loving? U2.1  <b>Spring 2</b> What will make our community a more respectful place? U2.10	<b>Summer 1</b> Justice and poverty Why does faith make a difference? U2.9  <b>Summer 2</b> <i>Recap on religions taught over the year</i> How/does faith enable resilience? U2.12
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### Impact- Monitoring and Assessment

Children demonstrate their ability in religious education in a variety of different ways. Across the school each class has a Learning Reflection Book where samples of children's work will be collected and placed to show the range of things children have been learning during each unit of work. This can be in the form of written pieces of work, photographs, reflection bubbles or art work. This will be monitored by the R.E Subject Leader and Curriculum Development Team Leader, termly. Knowledge organisers are developed for each unit of work and placed into the corresponding pages of the Learning Reflection Book. Teachers will assess children's work by making informal judgements during lessons that will therefore inform their planning. Written or verbal feedback is given to the child to help guide their progress. Children are also encouraged to make judgements about how they can improve their own work.

### Resources

There are a variety of resources available for this subject area to support the teaching and learning of R.E. There are organised topic boxes which include a bank of photographs, books, artefacts, posters, activity ideas, role play resources and more. Resources are monitored and updated during the summer term ready for the new academic year.

### Cross-curricular links

Religion as a subject is enriched by many aspects of human experience. For example there are obvious links between, religion and the arts and culture, religion and ethics, religion and history, religion and science. Here at Thornhill Primary we are using our book based curriculum to drive our teaching and learning and will support our R.E curriculum through providing children with a variety of texts to engage children.

### Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment and plan well differentiated and challenging work for all groups, including:

- Greater Depth pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Children with Special Educational Needs (SEND)**

There are some occasions when children will need support to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs coordinator (SENCO), teachers and teaching assistants, these children are planned for and support either on a one-to-one basis or in a small group.

### **Greater Depth Children**

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our celebration assembly in classes.

### **The Role of the Subject Leader**

‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils’.

According to Ofsted, an effective subject leader needs:

- Accurate knowledge of the school’s and pupils’ strengths and weaknesses
- To be knowledgeable in their subject and have authority and influence
- Leaders of the curriculum adopt or construct a curriculum that is ambitious and designed to give learners the knowledge they need to succeed in life.
- Clear expectations for raising and maintaining standards
- A range of monitoring and evaluating procedures to improve teaching and learning
- To develop a shared vision and collaboration between staff