High Ercall Primary School



Religious Education Policy

Date of Policy Creation	**November 2021**	**Named Responsibility**	Jemma Wallace
Date of review completion	**May 2024**	**Named Responsibility**	Jemma Wallace
Inception of new Policy	**Sept 2024**	**Named Responsibility**	Sarah Roberts
Date of Policy Adoption by Governing Body			

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Aims

At High Ercall Primary School we aim to support pupils so that they become independent and responsible members of society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so they can make sense of their own lives and those of others.

We use some of the Telford and Wrekin SACRE (2021) units of work for the teaching of RE, and others taken from different sources that cover the same aims. The SACRE syllabus aims:

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

Knowledge forms the basis for progress in RE and our curriculum considers two types of knowledge: substantive (the what) and disciplinary (the how). In terms of substantive knowledge, the development of such is reflected through the curriculum units where a religion is revisited and different questions are asked/ knowledge provided as pupils move through school. With regards to disciplinary knowledge in RE we think about the methods (the ways children find out about religion) and the personal disciplinary knowledge, which relates to how the study of religion helps pupils to learn about themselves and their values.

Statutory Requirements

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, in maintained schools. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the governing body. The ERA also allows teachers and teaching assistants to refuse to teach religious education, but only after they have given due notice of their intention to the governing body in writing. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.
The religious education curriculum forms an important part of our school's spiritual, moral and social teaching and promotes education for citizenship.

Curriculum

We use the Telford and Wrekin SACRE Scheme of Work as the basis for our curriculum but also use units of work from other sources to develop the Long Term Plan (LTP). The SACRE syllabus ensures breadth of study by requiring schools to focus on Christianity and at least two other religions in Primary schools.

To ensure that learning is retained, there is an emphasis on conceptual development. The concepts taught must make sense to the child and be relevant to them. The syllabus states that 'If pupils are able to make links with their own experiences they will be able to engage in deeper learning and see the relevance of what they are learning'. This will lead to children knowing more, understanding more and remembering more.

Due to our mixed year groups the organisation of our learning differs from the single year group LTP provided by SACRE but still builds a progressive curriculum with concepts that are revisited, and built upon, throughout the school career of each child. The concepts that we have chosen are; **respect, belonging, worship, community, resurrection and festivals.**

At High Ercall Primary School RE is taught for around an hour per week every other half term, alternating with PSHE, Relationship and Sex Education. Alongside classroom time we have regular visits from the local vicar, who performs an assembly once a month, and our Head teacher delivers further assemblies ensuring that we have a weekly assembly with an RE focus.
We have links with leaders from a local Sikh Gurdwara and an Islamic Mosque, who perform assemblies occasionally and offer visits for our children to experience their place of worship. As our school is situated opposite the local church we make visits throughout the year attending services as a school at Harvest and Christmas and visiting to learn more about Christianity at a time that links with the learning in each class. We know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Our Long Term Planning follows a 2 year rolling programme (due to our mixed age classes) and is taught both discretely and with links to other subjects where possible. The concepts are revisited to develop knowledge and understanding and a list of useful vocabulary supports the teaching of each one.

Two year rolling programme:

Resources and planning for SACRE units are accessed here: https://www.telford.gov.uk/info/20795/resources
All units are Twinkl units unless stated otherwise.

		Class 1	Class 2	Class 3	Class 4	Class 5
Year A (2025-26)	Autumn	(Yr1) Gifts and giving Festivals & Community	(Yr1) Creation and thanksgiving (SACRE) Respect	(Yr3) Diwali (SACRE) Festivals	(Yr4) People of Faith Community & Belonging	(Yr5) Peace Community & Belonging
	Spring	® Playful RE (SACRE) Respect	(Yr1) Easter and surprises Resurrection	(Yr4) Pilgrimages Worship & Community	(Yr5) Forgiveness Respect	(Yr6) Free will & determination: The Crucifixion Resurrection
	Summer	(Yr1) Places of worship Community & Worship	(Yr2) Christianity Worship	(Yr3) Signs and Symbols Belonging	(Yr4) Buddhism Worship & Festivals	(Yr6) Creation stories Respect
Year B (2024-25)	Autumn	(Yr1) Belonging Belonging	(Yr2) Rules and routines Respect & Community	(Yr3) Religious scriptures Worship	(Yr5) The true meaning of Christmas Festivals & Community	(Yr6) The Christmas Story Festivals & Community
	Spring	® Who celebrates what and why? (SACRE) Festivals	(Yr1) Friendship Belonging	(Yr3) Good Friday Resurrection	(Yr5) Worship Worship	(Yr5) Commitment Worship
	Summer	(Yr1) Religion and rituals Worship	(Yr2) Places of worship Community & Worship	(Yr4) Food and Fasting Respect	(Yr4) Incarnation Resurrection	(Yr6) What matters most? Respect

	Vocabulary linked to each concept						
Respect	faith	sacred	Knowledge	experience	morality	awe	wonder
Resurrection	rebirth	Christianity	divine	heaven	miracle	after life	immortality
Festivals	celebration	communication	prayer	worship	faith	belief	community
Worship	prayer	ceremony	meditation	ritual	commitment	priesthood	follow
Community	authority	law	responsibility	custom	accountability	participation	identity
Belonging	identity	inspiration	discipleship	family	friendship	destiny	love

Teaching and learning

In accordance with Telford and Wrekin's SACRE RE Scheme of Work we have agreed that:

Foundation Stage
We will teach religious education to all children in the school, including those in the Reception class. In Reception, religious education is an integral part of topic work covered during the year within Knowledge and Understanding of the World. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in Reception. In Class 1 children will have opportunities to find out and learn about the world they live in. These experiences will include:

- learning about the beliefs and cultures of others;
- sharing the celebration of different festivals;
- hearing stories from a variety of cultural and religious traditions.

In the Early Years children:

- should recognise similarities and differences between groups of people
- should learn about what is special to different people
- are introduced to specific words and concepts
- begin to understand ritual

- are encouraged to see and make links between different pieces of knowledge.

The curriculum for Key Stage 1 and 2 enables the children to know about and understand different faiths; express opinions and communicate with others effectively, and to gain and deploy skills in asking and answering questions. These key objectives are intrinsic within the curriculum units, both SACRE and from other sources, and the children progress in their abilities to achieve these objectives as they move through the year groups and up into Year 6.

KS1 pupils will study Christianity as the principal focus and Islam as the major focus. They will also learn about different places of worship and touch upon some areas of other religious faiths.

KS2 pupils will study Christianity as the principal focus and Islam, Sikhism, Hinduism, Judaism and Buddhism as major focuses. Pupils will also learn about key themes which develop and extend the children's understanding of our concepts and build upon their knowledge of faiths and the wider disciplinary understanding.

At High Ercall teaching staff create a safe environment where big questions can be asked and discussed without prejudice and children learn about, and respect, the beliefs of others. We aim to ensure the use of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT, artefacts, display work and other active learning strategies to support the delivery of our RE curriculum.

By the end of Year 6 pupils will be equipped with systematic knowledge and understanding of the religions taught, enabling them to develop their ideas, values and identities. They should be curious and respectful of our world and ready for the transition to Key Stage 3 where they will explore themes and concepts in further depth.

Inclusion

Our children with any additional needs access the same high-quality teaching and learning in RE as their peers. Our curriculum is fully inclusive and supported by our well-trained staff. They may also be supported through an Individual Provision Map with additional adult support within a lesson, or a pre-teach or re-teach of new vocabulary. This **additionality**, along with **adaptive teaching** of the curriculum, is planned to take into account individual needs. In RE this could mean that a child:

- is introduced to new vocabulary prior to a lesson, it is revisited afterwards and pictures are used to support understanding.
- is supported with writing/ recording their ideas by having a scribe or a different way of recording their information. This could be sentences to sequence, or match, rather than writing them, drawing to record ideas or matching pictures to sentences.
- has more time or works 1:1 with an adult or in a smaller group.

This is monitored by our SENDCO - Sarah Roberts - and parents are fully engaged and involved.

Monitoring, Assessment and Review

Learning in RE is monitored and reviewed by the subject leader. This is carried out by looking at books, talking to children and monitoring Medium Term Plans completed by staff. The RE subject leader is also responsible for supporting colleagues in the teaching of religious education, being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Teachers carry out formative assessment during their lessons through the use of:

- Quizzes and retrieval questions
- Mind maps for recall
- Drama
- Discussion or debate
- Marking and feedback according to our policy (mainly verbal feedback)
- Observation (particularly in EYFS)

By making learning and assessment engaging children are more likely to recall the knowledge that they have been taught. In Key Stage 1 children may be asked to sequence pictures or build lego models for various stories that they have learnt about through RE as a way of assessment. In Key Stage 2 assessment may take the form of a research or debate session.
By delivering a fun, engaging, high-quality education, we provide children with the foundations for understanding the world around them and the means to communicate respectfully with others.

Policy Review: New policy created April 2024
To be reviewed in 2027, or before if the curriculum requires change.