

Stocks Lane Primary School

Religious Education

Policy

2025



Reviewed April 2025

Renewal date April 2027

Rationale

At Stocks Lane, Religious Education (RE) develops our children's knowledge and understanding of Christianity and other religions and worldviews, improving their perception of the wider world and the power of faiths and beliefs within our society. RE encourages our children to learn about a range of different religions.

When well-taught, RE is an exciting and stimulating subject that enables pupils to bring their own experiences of life, to explore their identity and to develop an understanding of others. RE also makes a significant contribution to spiritual, moral, social and cultural development. By providing the space for discussion of challenging moral and philosophical issues it can play a part in the prevention of extremism. Therefore, this syllabus aims to support teachers in helping children and young people to explore the commonalities and differences between faiths and other worldviews as well as developing an understanding of their own beliefs and those of others.

Intent

RE enables children to investigate and reflect on some of the most fundamental questions asked by people. At Stocks Lane Primary School, we develop children's knowledge through repetitive teaching by building on prior knowledge and vocabulary through experiences and opportunities. We allow children to reflect on their own experiences and we address the fundamental questions in life. We enable children to develop a good knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and this leads them to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- Have respect for other peoples' views and to celebrate the diversity in society.

Implementation Throughout School

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about and reflect on their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Harvest, Easter, Eid, Diwali and Christmas to develop their religious thinking.

Stocks Lane organises visits to local places of worship and involves themselves in the wider community,

donating to local churches and food banks. Each year group should arrange at least one RE visit or Visitor to visit their class each academic year. They should also arrange one celebration/theme day based on their curriculum. This is monitored by the RE Subject Leader.

Through our use of Bradford's Agreed Syllabus for RE, children carry out research into religious topics. They study "Big Questions" within religious faiths and also compare the religious views of different faith groups on topics such as main beliefs, places of worship and religious rituals. Children have opportunities to discuss religious and moral issues amongst themselves, use computers and media to create leaflets or comic strips (working individually or in groups) and are given the opportunity to be creative through expressive arts and design linked to their religious topic. These are often displayed around school and shared within class or assemblies.

Stocks Lane holds special festival assemblies to celebrate the religions in the school. Children are asked to share their experiences of religion with the rest of the school during such assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group providing scaffolding where necessary
- Providing resources of different complexity, adapted to the ability of the child
- Using classroom assistants to support the work of individuals or groups of children

Early Years Foundation Stage

RE is taught to all children in Years One-Six. In the Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year.

As the Reception Team work under the *Early Years Foundation Stage Curriculum*, we relate the RE aspects of the children's work to the objectives set out under the *Personal, Social and Emotional Development (PSED)* and *Knowledge and Understanding of the World (KUW)* areas which are crucial to the development and progress of all pupils at this stage.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage One

Pupils will encounter religions and worldviews through special people, books, times, places and

objects and by visiting places of worship. They will listen to and talk about stories. Pupils will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. All six religions will be studied by children by the end of Key Stage One. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key Stage Two

In order to deepen pupils' knowledge, skills and understanding of religious belief and the way that it is lived by believers today, pupils in lower Key Stage Two will be taught Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism, as well as other religious and nonreligious worldviews. In upper Key Stage Two children will compare and contrast between the six religions while also looking at non-religious world views. This develops the conceptual understanding and enables children to answer the deep questions of religion from the Bradford Agreed Syllabus.

Planning

We plan our RE curriculum in accordance with the Bradford's Agreed Syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. This can be referred to in our key skills document.

The key skills document shows progression throughout year groups based on the key skills which are found on the Bradford Agreed Syllabus. This is used alongside planning as teachers pick the key skills used in lessons and put these on their short-term plans.

We carry out the curriculum planning in RE in three phases long-term planning, medium-term planning and short-term (weekly/daily planning). We often teach English skills such as diary entries, retelling stories, newspaper articles and role play.

Marking and Feedback

Adults at Stocks Lane assess children's work in RE by making informal judgements as they observe them during each lesson. Verbal and written feedback is often given "on the spot", with a focus on addressing misconceptions, moving learning forward and providing appropriate challenge.

On completion of a piece of work the teacher marks the work in green pen following the school's Marking and Feedback Policy and comments as necessary. Pupils are then given the chance to respond to feedback, address any misconceptions, edit and improve work and respond to challenges in red pen.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support measured against the National Curriculum (2014) Age Related Expectations (ARE).

We assess children's prior knowledge, by creating 'Knowledge Organisers' at the beginning of each topic. Children reflect on what they already know and what they want to find out, at the end of the topic they revisit this and add new learning.

Formative assessment is carried out informally on a day-to-day basis using marking and feedback during and after every lesson, questioning and peer and self-evaluations. This information will then be used to inform future planning.

Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy) and teachers assess children's knowledge at each assessment point against these objectives. Summative assessment reviews the pupils' capability and provides a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment is recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives on insight.

Pupil progress is tracked throughout the year and reported to parents during regular parent's evenings and in the end of year report.

Inclusion

We aim to make all pupils feel included in all our activities, especially children with SEND. We try to make all our teaching fully inclusive by providing cross curricular links within RE such as Art/DT, Drama and Computing/Media. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum while providing lessons all children can access. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils while receiving support where needed from adults within school. We acknowledge the need for high expectations and suitable targets for all children, focusing on writing for Summer born boys across all subjects including RE.

Parents have the legal right to withdraw pupils from RE but this must be discussed with the class teacher, RE Subject Lead and Head teacher. If the parent chooses to go ahead and withdraw their child from RE this must be given to the school in writing by the parent. Staff should refer to the *Bradford Agreed Syllabus* for information about speaking to parents and withdrawing pupils from RE and the issues surrounding this, including the negative implications. This must be highlighted to the parent (for example, missing lessons that may link to other subject areas, for example, English lessons, which may have an impact on the pupil's progress and learning), as well as issues of discrimination. The withdrawal of a child from RE lessons should be the last resort as RE is an important part of learning and understanding about the world and community.

Equal Opportunities

It is the responsibility of all teachers at Stocks Lane Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the RE curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Roles and Responsibilities

The Headteacher

- determines the ways RE should support, enrich and extend the curriculum; decides the provision and allocation of resources;
- decides ways in which developments can be assessed and maintained;
- ensures that RE is used in a way to achieve the aims and objectives of the school;
- ensures that there is an RE policy, and identifies a RE subject leader.

The RE Subject Leader

- inspire colleagues to deliver high quality teaching and learning opportunities;
- identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- write, monitor and evaluate an action plan for RE for the School Improvement Plan;
- lead INSET within the school, and investigate suitable courses elsewhere;

- provide technical expertise;
- lead the evaluation and review of the school's RE policy.
- Organise visits from religious figures in the community to speak to classes and lead assemblies.

This policy was written by the RE subject leader following discussions with the teaching and support staff at Stocks Lane Primary School.

Policy Updated March 2023

The policy will be reviewed in March 2025.

Signed Chair of Governors.....Date.....

Signed Headteacher.....Date.....