



## RE Policy

### Curriculum Statement

#### Intent

Religious Education is part of the broad and balanced curriculum we aim to provide at Ouston Primary School. Through our RE curriculum we offer opportunities to develop children's knowledge and understanding of different religions and consider the challenging questions it provokes. In their time at Ouston Primary School, we aim to give children the skills and understanding to develop respect for all and to develop their own sense of identity and belonging in our society.

#### Implementation

At Ouston Primary School we use enquiry based learning. Each RE unit for each half term investigates a specific question. Through well-resourced, differentiated and engaging lessons children will develop their: Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection. In teaching RE we will endeavor:

- To encourage children to ask and reflect on challenging questions they have about life, beliefs about God, morality and humanity.
- To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To provide opportunities for personal reflection and spiritual development where children can explore their own beliefs and identity.
- To encourage children to respect the diversity of our world and appreciate the different faiths and beliefs of others.

Units of work will be supplemented by visits to places of worship for the different religions wherever possible and also by inviting specialist visitors into school to share with the children how they express their beliefs through worship and practises if available to do so.

### **Impact**

We hope children at Ouston Primary school, through the good teaching of RE, will develop positive attitudes of respect, open-mindedness, self-awareness and appreciation and wonder. They will be educated to make progress in their knowledge and understanding of the different religions of the world and leave with the skills to cope in a diverse and multi-cultural, ever-changing world. They will have respect for all and have a developing sense of their own and others' spirituality and belonging.

### **Legal requirements**

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum follows the Durham Local Authority's (LA) Agreed Syllabus and it meets all the requirements set out in that document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be nondenominational and must not be designed to convert pupils to a particular religion.

### **Teaching and Learning**

#### **EYFS**

The RE curriculum in the EYFS should also follow the Durham agreed syllabus (although the statutory requirement does not extend to nursery). During the EYFS pupils begin to explore religion through thinking about special people, books, places, and objects. They may also visit places of worship. Teaching and learning of these concepts should be linked and contribute to the Early Learning Goals

#### **KS1 & KS2**

Teaching of RE follows the scheme and progression set out in the Durham Agreed Syllabus. The long and medium term plans ensure progression across the school and that children build on knowledge learnt in previous years. Lessons will be planned to match the need within each class by providing differentiation and support where necessary.

RE is taught through Enquiry Based Learning and covers the three elements of Knowledge and Understanding, Critical Thinking and Personal Reflection. The key focus of learning for pupils in each key stage is:

**Key stage 1** – Pupils are able to **identify** some beliefs and features of religion

**Lower Key stage 2** – Pupils can **describe** some of the beliefs and features of religion

**Upper Key stage 2** – Pupils will be able to demonstrate **understanding** of some of the beliefs and features of religion through RE concepts.

### Organisation, Planning and Resources

RE can be delivered either in a slot every week, an afternoon every other week or a suspended timetable day every term.

Planning will follow the Durham Agreed syllabus, the overview of which is on the school website. It will be delivered with an enquiry-based approach and differentiated to be inclusive for all.

Level	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
EYFS	Pupils can recognise and name features of religious life and practice. They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.	Pupils talk about, what they find interesting or puzzling and what is of value and concern to themselves and to others.	Pupils reflect on their own feelings, ideas and values.
KS1 Focus	<b>Pupils identify some beliefs and features of religion</b> and their importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	<b>In response to the religious material they learn about, children are able to express their views and give simple reasons to support these.</b> Pupils recognise that some questions cause people to wonder and are difficult to answer.	<b>In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.</b>
Lower KS2 Focus	<b>Pupils describe some of the beliefs and features of religion</b> , recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	<b>In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views.</b> Pupils ask important questions about religion and beliefs.	<b>In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</b> They reflect on what influences them, making links between aspects of their own and others' experiences.
Upper KS2	<b>Pupils can demonstrate understanding of some of the beliefs and features of religion</b>	<b>In response to the religious material they learn about, pupils can express their own</b>	<b>In relation to religious material studied pupils can reflect on their own beliefs, ideas,</b>

Level 1	Knowledge & Understanding of Religion <i>through the four concepts and developing the skills of investigation &amp; enquiry, application &amp; synthesis</i>	Critical Thinking <i>developing the skills of analysis, evaluation, interpretation and expression</i>	Personal Reflection <i>developing the skills of reflection &amp; response and empathy</i>
Focus	through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.	views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	feelings and values and develop empathy for people with differing beliefs and experiences.

There is a limited stock of resources and artefacts in school, stored in a central place. In addition, the school is a member of the North East Religious Resource Centre in Durham. It offers a lending service of themed boxes linked to a particular focus question. Should any member of staff require a resource pack they should request this a minimum of 2 weeks in advance (due to limited availability from the lending service) and the RE subject lead will be responsible for acquiring and returning it within the designated loan period. Visits to places of worship and visitors from different faiths are also used to enhance the teaching and learning of RE.

### Assessment

Assessment of RE is carried out by marking pupils' work against the objectives taught. At the end of each topic pupils can be assessed using the suggested, key stage specific, criteria to determine their level of understanding against expectations. These are found in the Durham Agreed Syllabus document. Books and planning will also be monitored by the RE subject lead to assess progression across the school.

### Equal Opportunities

Learning opportunities in RE will be provided for all at Ouston Primary School regardless of race, gender, religious belief or ability. Lessons and trips will be planned and resourced with equality in mind and we will foster an environment for learning that is inclusive and respectful to all.

### Inclusion

Staff will ensure that all children, regardless of ability, Special needs, physical disabilities, Able Gifted and Talented will access the RE curriculum through the differentiation of lessons and resources. The different learning styles of all children will be catered for through the learning environment, the activities and the desired outcomes.

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

It is the responsibility of the RE subject leader to:

- To monitor planning and progression in pupil books by collecting a sample of books each term to review. Feedback to be given to staff
- Make staff aware of any new developments in RE with regards to the Durham Agreed Syllabus
- To help plan visits for different year groups
- Develop opportunities for parents/carers to become involved in Religious Education
- Keep up to date on current developments in Religious Education, and feedback relevant information to other staff
- Organise, maintain and purchase Religious Education resources

### **Working with Parents/Carers**

Parents will be informed about the RE curriculum through the school website, at parent meetings and when reported to at the end of the summer term. If they wish to discuss any other issues about RE they can contact their child's teacher directly.

Parents will be invited into school to join staff and children in celebrating the religious events of Christmas, Easter and Harvest

Although it is a legal requirement for the school to provide RE to all pupils, families may wish to withdraw their child from RE lessons.

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons. Parents who choose to withdraw their children from RE lessons should meet and discuss this directly with the Head teacher.

### **Policy Review Date:**

November 2024

