



Religious Education Policy

2024-2025

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

'Learning and growing together to achieve our best in the love of God'

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our behaviour policy.

Our School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient, and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

As a voluntary controlled school, Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

What does our RE curriculum aim to achieve?

At Rainford C.E., we aim to ensure our pupils are to be well prepared for life in our increasingly diverse society. We intend to enable pupils to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Our Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Our curriculum encourages pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well informed conversations about religions and worldviews whilst respecting the views of others.

How does the RE curriculum intent link to the whole school curriculum intent at Rainford CE?

Develop our children's spiritual development

- Discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- Gives children the opportunity to reflect on importance concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- Investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- Valuing relationships and developing a sense of belonging
- Enquiring into and developing their own views and ideas on religious and spiritual issues

Develop our children's moral development

- Enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust
- Exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- Exploring the impact and consequences of actions and ideas for different groups of people within our society

- Investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Develop our children’s learning behaviours

Our value of perseverance links with our endeavour to foster growth mindsets in children which enable them to become resilient and independent learners.

Develop our children’s learning

Our curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
 - appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
 - appreciate and appraise varied dimensions of religion or a worldview.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

Develop our children into positive and healthy citizens

- Encountering people, literature, the creative and expressive arts and resources from differing cultures and religions
- Enquiring into the richness of local and national examples of cultural diversity in relation to religious ways of living
- Investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures
- Considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and inter faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion
- Promoting awareness of how inter faith cooperation can support the pursuit of the common good.

How does our curriculum aim to address the local context?

- A. Significant gap between the experiences, language development and attainment of disadvantaged compared with non-disadvantaged pupils
- Across the curriculum, this leads to a need to improve language. Consequently, RE-specific vocabulary has been mapped out across the school to ensure development and repetition of key concepts.
 - Our chosen RE vocabulary is clearly documented in our RE subject vocabulary map and in long-term planning. To ensure adequate exposure, all lesson plans, knowledge organisers and PowerPoints include vocabulary from this list. This vocabulary is displayed on working walls, where appropriate, and pupils are tested on it at the end of each unit of work. Furthermore, the same RE vocabulary is repeated across their primary education so that pupils are given the opportunity to revise and further retain it.
 - As well as prioritising vocabulary as a means of supporting disadvantaged pupils, our school's essential experiences and educational visits empower our pupils' learning and deepen their knowledge of RE. These essential experiences include a visit to a mosque and a synagogue in KS2.

B. Predominantly white British community

Our curriculum is 50% Christianity and 50% other faiths. This fosters a deeper understanding and respect for other faiths and groups from different ethnic backgrounds. We focus on Islam and Hinduism. We have a minority Muslim group within our school population.

What is our approach to long term planning and curriculum design in RE?

The curriculum content is sequenced to build learning over time- the content is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points; curriculum content supports subsequent learning: within lessons, lesson sequences, topics, years and phases curriculum; planning identifies small enough component steps; and known gaps in knowledge and skills are addressed in the sequencing of lesson content.

Our RE curriculum is progressive in sequence so that children have continuity of units taught as they move across year groups. Every child's RE book shows progression and progress throughout each unit so that pupils have the opportunity to look at their prior learning to place learning into the bigger picture.

In EYFS, children will learn how to work collaboratively and how to express their feelings and consider the feelings of others and understand how it feels to belong and that we are similar and different. They will develop an understanding of the school community – they will recognise different parts of the school and the people who make up the school community including members of the clergy. They will have experience of visiting the local church.

In Key Stage 1 the fundamentals of other faiths are developed so that in Key Stage 2 the teaching is built upon to further deepen the child's understanding and knowledge of Christianity and other faiths.

In KS2 we have mixed classes. As a result, we have ordered curriculum units to ensure progression. For example, within one curriculum year all Hindu units are taught. This means that learning is layered and learning builds on previous learning. Christianity units are built around God, Jesus and Church and these recur on an annual basis. There is a focus question for each unit of work.

What does a typical unit of work look like in RE at Rainford CE?

Each unit is planned following an enquiry model and consists of four key areas that are explored through a key question.

Shared human experience

Beliefs and values

Living religious traditions

Search for personal meaning

There is some flexibility on number of lessons for each key area which can be adjusted by the teacher depending on assessment.

Each unit will include reading high quality age-appropriate texts

Each unit of work will have an element of practical activity, reading, writing, drama, art and speaking and listening activities.

Units on Christianity may be supplemented with materials from 'Understanding Christianity'.

What does a typical RE lesson look like at Rainford CE?

Clear expectations across the school of the following non-negotiables:

- Review of previous learning in the unit
- New learning is introduced in a way that does not stimulate cognitive overload e.g. broken into small chunks, focus on key knowledge, uses quality first teaching approaches.
- Activities exploring learning. This is not always through written evidence in their book but may involve art, drama, speaking and listening as well as reading and writing.
- Plenary

What does a typical RE book look like at Rainford CE?

Clear expectations across the school of the following non-negotiables for each unit of work:

- Knowledge Organiser
- Pupils' own Key Knowledge Map (Key Stage 2)
- Presentation policy followed for all lessons.
- Learning presented in a variety of ways throughout the unit- not just written explanations.
- End of unit quiz
- All lessons marked with an A/PA/FW. Additional feedback and comments clearly visible, in accordance with Feedback Policy.
- Pupils have improved and extended their own learning, in accordance with Feedback Policy.

Each class has a red book to collect evidence when activities do not lend themselves to a written activity.

How do we ensure that children 'know more and remember more' in RE?

Rather than pupils learning disconnected religious facts, staff at Rainford CE are driven to provide a curriculum where pupils know more and remember more. Pupils remember, long term, the essential subject content needed for subsequent learning; teachers know the essential components of learning; teachers emphasise these essential components; and teachers check for misconceptions and gaps. We have implemented the following to ensure all of our non-core curriculum achieves this:

Within a unit of work

8.1.1 Knowledge organisers

Every RE unit has a specific Knowledge organiser including:

- Maximum 6 bullet points of key knowledge
- Tier 2 vocabulary (with definitions)
- Suggested texts
- "What I've learned previously..."
- "This will help me to..."

These knowledge organisers are stuck in pupils' books at the start of every RE unit so that they can be referred to at the start of every lesson. Furthermore, our post-unit quizzes are based on knowledge and vocabulary from these organisers so that pupils are clear on their endpoints of learning.

8.1.2 Key knowledge mind maps (Key Stage 2)

Pupils build up their own key knowledge mind map at the start of each lesson to ensure constant revision of prior learning.

8.1.3 Quizzes

Post-unit quizzes are used to assess learning of facts and vocabulary from that half term. These are completed at the end of the penultimate lesson in a unit to allow for teachers to address misconceptions/ gaps in their final lesson.

Across units of work

8.2.1 Subject-specific vocabulary

RE vocabulary has been mapped out across the school to ensure development and repetition of key religious concepts. When vocabulary was chosen, the subject leader used the following grouping system:

Tier 1- general words used in every day speech which are already familiar to the majority of students e.g. prayer, faith, belief

Tier 2- high-frequency words found in different subjects which are not used in every day speech e.g. devotion, tradition, ritual

Tier 3- low-frequency words which are specific to a particular subject e.g. deities, shrine, Sukkot

We have purposefully chosen to focus our curriculum around Tier 2 vocabulary so that pupils can recognise, understand and use it across the curriculum. Moreover, understanding of such vocabulary will enable our pupils to grow into mature language users, support comprehension, prepare them for further education.

Our chosen Tier 2 vocabulary is clearly documented in a RE vocabulary map and in medium-term planning. To ensure adequate exposure and repetition of vocabulary, all lesson plans, knowledge organisers and PowerPoints include vocabulary from this list. Vocabulary for each unit is also displayed on RE working walls, and pupils are tested on it at the end of each unit of work. Furthermore, vocabulary is repeated across their primary education so that pupils are given the opportunity to revise and further retain it.

How do we meet the needs of all pupils, particularly disadvantaged pupils and SEND pupils, within our RE curriculum?

Across all of our curriculum subjects, we are passionate that every child achieves the same Learning Objective within a lesson. Tasks and pedagogies are carefully chosen and scaffolded so that all children can achieve the intended learning. Some examples of how RE pedagogy can be scaffolded are:

- Modelling outcomes- providing examples of expected tasks
- Thinking aloud- teacher verbalising their thought process as they demonstrate
- Checklist- a visual prompt of small steps to help a child succeed
- Talk time- allowing pupils adequate time to talk through learning with their peers
- Visual aids- use of videos, photographs, timelines, graphs, diagrams etc for teaching and also as a means of pupils presenting their learning
- Activate prior knowledge- make connections to R.E. concepts and skills which pupils have already learned
- Provide word banks, sentence starters, sentence structures to support written tasks

- Graphic organisers- mind maps, Venn diagrams, flow charts, concept maps etc can be used to present learning in a small chunks or as a method for children presenting their learning

At the heart of our inclusive RE curriculum is the belief that RE lessons should be engaging, To remove barriers and to increase engagement, we encourage pupils to present their learning in a variety of ways. Not every lesson requires a formal written representation of learning e.g. children could create a piece of artwork, work collaboratively with a speaking and listening activity including drama.

Disadvantaged pupils

SLT and the Subject Lead continually monitor the progress of vulnerable groups to ensure adequate progress through discussions with class teachers. These monitoring discussions look at a range of factors such as classroom organisation, teaching materials, teaching style, and differentiation so that we can make adjustments to enable each child to learn more effectively. Ongoing assessment for learning and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs.

SEND pupils

If a child is on the SEND register, they may have an Individual Education Plan (IEP) which, where appropriate, may include specific targets, strategies and intervention programmes to support them in accessing and progressing within our curriculum

More able pupils

At Rainford CE, we are passionate about enabling all children to flourish therefore we do not set "challenges" for specific children nor do we presume which children will be "greater depth" in a certain lesson. Instead, we ensure that our curriculum design promotes depth of subject understanding rather than breadth of introducing more

facts. Instead of accelerating through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Through targeted staff CPD, all teaching staff are confident in challenging learners to link learning to a bigger picture, to explain their learning in a different way or to extend their thinking.

How do we assess RE at Rainford CE?

Assessment for learning will take place throughout lessons and lessons adapted as necessary in response to assessment.

Summative assessment will take place at the end of each unit in the form of end of unit quizzes. Termly more detailed assessment will be recorded on an assessment sheet indicating whether children are making expected/less than expected or greater than expected progress.

How do we monitor RE at Rainford CE?

RE is monitored through data analysis, work scrutiny, pupil voice and lesson drop ins.

How do we ensure that all staff, leaders and governors have a common, up to date understanding of our RE curriculum?

The Governors will:

- Provide support by questioning intent, implantation and impact of RE.
- Monitor learning and teaching through book scrutinies and subject reports from the RE leader.

The Head teacher will:

- Provide support by encouraging staff and praising good practice;

- Monitor learning and teaching through lesson observations, book scrutinies and data analysis as a Senior Leadership Team;
- Monitor planning and reviews;
- Give feedback to teachers following lesson observations;
- Support staff development through in-service training and provision of resources.

The Curriculum Leader will:

- Provide a strategic lead and direction for the curriculum in the school;
- Provide support and advice to staff in the design and delivery of the curriculum;
- Remain informed about current developments in curriculum design by attending INSET sessions and being involved in independent research and reading;
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development;
- Monitor learning and teaching through lesson observations, book scrutinies and data analysis as a Senior Leadership Team.
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;
- Construct, monitor and evaluate whole school curriculum action plan.

The Subject Lead will:

- Provide a strategic lead and direction for the RE curriculum in the school;
- Provide support and advice to staff in the delivery of the RE curriculum;
- Remain informed about current developments in RE by attending INSET sessions, Lancashire LA Agreed Syllabus training and being involved in independent research and reading;
- Disseminate relevant information to staff, both in writing and through delivering CPD to support staff development;
- Create and monitor the RE action plan;
- Monitor learning and teaching through lesson observations and book scrutiny.
- Carry out termly data analysis for their subject.

The Class teacher will:

- Be responsible for the teaching of our RE curriculum as set out in the curriculum policy (including following the guidance on how a lesson, book and unit of work should look);
- Be responsible for differentiating support and providing adequate challenge to meet the needs of all learners within their lessons;
- Use their initiative to seek support and guidance from the RE lead when needed;

- Assess children's work in order to inform future planning;
- Provide a termly judgement of a child's progress towards expected standard. This will be recorded on Target Tracker and teachers will be able to evidence their judgements during pupil progress meetings, where appropriate.

What does RE look like in EYFS at Rainford CE?

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning. Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • 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.

