

# Beverley St Nicholas Primary School



## RE Policy

February 2020  
Reviewed April 2021

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## **1. Curriculum Intent Statement**

It is our intent at Beverley St Nicholas Primary to deliver a Religious Education curriculum to engage, inspire, challenge pupils thinking and prepare them for life in a multi-cultural society. We aim to equip pupils with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

## **2. Implementation**

Scheme of work: School follows the Programme of Study for RE as suggested in the East Riding Agreed Syllabus and has a scheme of work that reflects this for each Key Stage.

During each Key Stage pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus, Jewish, Sikhs, Buddhists and world views through key questions through the concepts of: Beliefs and Practise, Identity and Values and Meaning and Purpose.

Each unit of work identifies prior learning and shows how this is built upon.

Teaching: RE is taught weekly to allow suitable links to be made to specific religious festivals taking place.

Resources: Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts and education visits and visitors.

## **3. Impact**

Children will make at least good progress from their last point of assessment.

Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.

Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.

## **4. Planning and Progression**

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject Progression grids

are used to develop long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons.

## **5. Teaching and Learning Pedagogy**

The aim of our children to become citizens with who will remember more, know more and understand more about RE.

This will be achieved by:

Teaching: RE is taught weekly to allow suitable links to be made to specific religious festivals taking place.

Planning and Teaching: The following skills are used, in order to strengthen the skills and deepen the understanding and knowledge taught: Investigating, Reflecting, Expressing, Interpreting, Empathising. Attitudes are fundamental to RE: Curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry. These work alongside the SMSC links and British Values implemented within school as a whole.

Assemblies: Whole school and Class. Visits and Visitors: Community walks to our local church. Assemblies from members of local places of worship.

Pupil Discussion: Children can discuss and compare the lives of people they have studied from a variety of different religions and world views.

## **6. Assessment**

At Beverley St Nicholas assessment in RE comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the RE National Curriculum via the Locally Agreed Syllabus. At the end of each term teachers judge children against these criteria using the school's assessment system Educator. This data is then analysed by the RE subject leader.

## **7. Resources**

Resources: Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts and education visits and visitors.

## **8. Equal Opportunities and Inclusion**

All pupils are entitled to access the RE curriculum at a level appropriate to their needs. Parents have the right of withdrawal through written request.

At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes

towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **9. Co-ordinator Responsibilities**

The RE subject leader is responsible for:

- Monitoring the teaching and learning of History.
- Overseeing and implementing the history policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering RE to their class.

## **10. Parental Engagement and Reporting to Parents**

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally.

In RE parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

## **11. Policy Review**

Policy Reviewed: January 2020

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