

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School

Curricular Policy for RE



Contents

1. How Pupils Learn RE
2. Planning the RE curriculum
3. Classroom Organisation, Time Allocation and Teaching Styles.....
4. Resources
5. Equal Opportunities.....
6. Developing Spiritual, Moral, Social and Cultural Education.....
7. Assessment and Record Keeping
8. Monitoring arrangements

How Pupils Learn RE

Through an enquiry-based curriculum, the intention is to equip children with the skills they need to rationally address the 'big' questions' they will face throughout their lives. Using a 'Field of Enquiry' programme, teachers will plan units of work which provide children with opportunities to investigate *Shared Human Experience, Living Religious Traditions, Beliefs and Values* and *Personal Search for Meaning*, at the heart of which lies the question

'What does it mean to be human?'

The aims of Religious Education at Reedley Primary are to:

- Develop children spiritually, morally, culturally and socially.
- Develop children's knowledge and understanding of the beliefs and practices of different religions, including Christianity, Islam and Hinduism.
- Provide opportunities for children to ask, reflect and investigate the 'big' questions.
- Encourage children to reflect and make links to their own personal beliefs (religious or not).
- Develop an appreciation of, and to respect, the many cultures and religions around the world.

Planning the RE Curriculum

Planning for RE will follow the format which has been designed to incorporate the Lancashire Agreed Syllabus of Religious Education and will reflect the religions found predominantly within Lancashire: Christianity, Islam and Hinduism.

In addition, Buddhism, Sikhism and Judaism will be studied. Religious Education will be taught by staff who will receive the support documents for each unit of work, taken from the whole school long term plan.

Classroom Organisation, Time Allocation and Teaching Styles

The time allocated for Religious Education will follow the recommendations of the Lancashire Agreed Syllabus which comprises of not less than 5% of the total curriculum time (1 hour for KS1 and 2). It will be taught in discrete lessons and a range of teaching strategies will include *discussion, questioning, observation* and *reflection*. No interventions are allowed to take place during this time as all children must take part in RE lessons.

Resources

A variety of resources are kept in the curriculum storeroom. These include artefacts and books and are organised according to religion. Library and museum loans are available but need to be booked in advance.

If additional resources are required, the subject leader needs to be informed, who will source the most cost-effective resource and liaise with the head teacher to check budget allocation.

Equal Opportunities

We teach Religious Education to all pupils regardless of their ability. Teaching of RE is adapted so that all children can make maximum progress in lessons. In addition, teachers consider the targets set out for children in their Individual Education Plans.

For all children, this includes: *Setting suitable learning challenges, responding to the diverse needs of pupils, overcoming potential barriers to learning.*

Developing Spiritual, Moral, Social and Cultural Education within RE

Religious Education plays a lead role in developing pupil's spiritual, moral, social and cultural education. Exploring the concepts of religion and belief and their roles in the spiritual, moral, social and cultural lives of people in a diverse society helps children develop this awareness.

The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Assessment and Record Keeping

Teachers are required to assess using the Primary RE progression grids, which outline the skills for both key areas of the Lancashire Field of Enquiry ('Beliefs and Values' and 'Living Religious Traditions'). The assessment statements from the progression grids are all available on Insight. These have to be completed online for each child and should be completed regularly. The RE summative assessment is to be completed every term: Autumn, Spring and Summer. The percentage of children in Year 2 and Year 6, who are meeting or exceeding age related expectations at the end of the academic year, will be reported to Lancashire SACRE (The Standing Advisory Council on Religious Education).

In deciding if a child has met age related expectations for RE, teachers should judge whether the child has demonstrated the skills outlined in the appropriate year group's Key Learning in a variety of religions. Children who are able to show all of these skills in a variety of contexts will be judged as **Expected**. Children who show some of these skills or only demonstrate them in a single religious context will be judged as **Just Below**. Any child who is working below their age group will be judged as **Below**.

Monitoring arrangements

Monitoring will take place termly and will consist of:

- Learning walks
- Lesson observations
- Pupil interviews
- Book scrutiny

Feedback will be given to individual staff and a written evaluation will be produced which will feed into the school development plan.

Reviewed: July 2025

Next review: July 2026