

# POLICY STATEMENT FOR RELIGIOUS EDUCATION



## 1. Legal Requirements

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Our school RE curriculum is based on the Sunderland Local Authority's (LA) Agreed Syllabus, using RE today and Understanding Christianity units of work 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.

## 2. Aims

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Grangetown Primary School. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

The aims of religious education are:

- To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- To allow children to learn about religions and beliefs in local, national and global contexts.
- To help children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response to and agree and disagree respectfully.
- To equip children with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identity.

## 3. Whole School Organisation and Management

### (i) Planning

At Grangetown Primary School we plan our RE based on the Sunderland LA's agreed syllabus with links to RE today and Understanding Christianity. The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. Our curriculum is designed so that pupils develop knowledge and understanding of the principal religions locally, nationally and globally and Christianity is taught as a core religion in both key stages. Our bespoke RE curriculum allows children to see the similarities within the major religions and make connections. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities.

The three core elements of RE are indicated as follows: Making sense of belief, understanding the impact and making connections.

- **Foundation Stage** children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it
- Children in **Key Stage 1** are taught knowledge, skills and understanding through learning about Christians, Muslims and Jews. Pupils will also encounter worldviews in a thematic unit.

- Pupils in **Key Stage 2** are taught knowledge, skills and understanding through learning about Christians, Muslims and Jews and Hindus. Pupils will also encounter worldviews in a thematic unit.

### **(ii) Time Allocation**

As detailed in our local agreed syllabus, the recommended time allocation for RE is:

- **EYFS:** 36 hours of RE per year. Some short session can be implemented through continuous provision.
- **Key Stage One:** 36 hours of tuition per year
- **Key Stage Two:** 45 hours of tuition per year.
- RE at Grangetown Primary School can be delivered in a variety of ways such as a lesson every week, an afternoon every few weeks, a block of lessons or a dedicated day.

### **(iii) Assessment**

- Children's are assessed against the outcomes provided in each unit both throughout and at the end of each unit of work. Gaps in knowledge can therefore be addressed quickly.
- Foundation Stage pupils will be assessed in line with the EYFS framework and Reception children will be assessed against the Early Learning Goals.
- RE will have clearly defined outcomes for each lesson and for the unit of work. There is an overarching big question for the unit of work and smaller questions which ensure each outcome is met.

### **(iv) Continuity and Progression**

We draw upon the Local Agreed Syllabus and our Medium Term planning to ensure that skills, knowledge and understanding are built upon in a progressive way. Discussion between teachers and subject leader informally, and in Key Stage and Staff meetings, and the passing on of information at the end of the year, ensures cohesion, both within year groups (every skill taught builds upon skills already acquired) and between year groups.

### **(v) Cross Curricular Links**

RE can be interweaved through themes and it can be taught through cross-curricular links including English, History, DT and drama and other activities or events (visits to local places of worship, Museums etc). As noted, this does not weaken the teaching of RE-specific skills – rather it provides a context within which those skills can be taught in a meaningful and relevant way. RE can also be taught as a stand alone subject, depending on the content being taught.

### **(vi) Reporting to Parents**

Children's work and achievements for each school year are reported through the end of year report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit. Parent's also have the opportunity to meet with teachers in Autumn and Spring term through Parent Consultation days.

## **4. Lesson Management and Organisation of Teaching**

### **(i) Planning**

Teachers plan using a variety of teaching styles in order to provide a broad and interesting RE curriculum

- Our curriculum map shows the coverage of RE across each year group for the full year.

- Medium term planning covers six units of work for each year group across the year. Each unit has an overarching big question with smaller questions for each lesson. Each unit of work has a list of key vocabulary, and is structured lesson by lesson with clear outcomes and skills being taught.
- Short Term plans are the weekly planning and this includes a section for the objectives/skills being taught, details of the activity and the success criteria. The teacher then evaluates the lesson against the outcomes.

### **Special Educational Needs**

We aim to make access to RE equal for all our pupils including our SEN pupils and gifted and talented pupils.

Provision will be made for pupils with special educational needs, where this affects their ability to participate and achieve in a RE lesson. The curriculum will be differentiated through the use of differing pupil groupings, adapted equipment and different levels of pupil activity. Children may need additional teacher or TA support, at times, to help them access the Curriculum.

#### **(ii) Differentiation – meeting the needs of all pupils**

At Grangetown Primary School RE is taught to all children, whatever their ability. We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons.

#### **(iii) Equal Opportunities**

All children have equal access to the RE curriculum, whatever their background or ability. Teaching is differentiated appropriately.

#### **(v) Health and Safety Implications**

All teachers are responsible for safety in their own lessons. All teaching and learning follows the school's Health and Safety policy.

## **5. The Role of the RE Coordinator**

### **(i) General**

The RE co-ordinator is responsible for the monitoring and implementation of the RE Curriculum, and the management of RE resources, as follows:

- take a lead in policy and planning development, in consultation with colleagues
- monitor progress in RE and advise on any action needed [see (ii) below]
- support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record keeping activities
- take responsibility for the purchase and organisation of central resources [see (iii) below]
- keep up to date with developments in RE, locally and nationally, and disseminate this information to colleagues.

### **(ii) Monitoring RE**

Monitoring of the curriculum is achieved through scrutiny of planning and through discussion in staff meetings and key stage meetings. For all Core Subjects, and for Foundation Subjects which are 'in-focus', the Coordinator is allocated non-contact time, some of which will be employed in observing teaching and learning. However, for subjects which are not 'in-focus', where no non contact time is available, there is still an expectation that the Coordinator will actively maintain the

subject, using an appropriate amount of time to do this. A short annual written account of progress is produced by the Coordinator.

### **(iii) Organisation of Resources**

Each class teacher has resources stored in the classroom, to matches the areas of the curriculum they are teaching. There is also a cupboard which contains various boxes of RE resources which are readily available to use and which is stocked frequently. Teachers also use the Sunderland library service to borrow books and resources relevant to their topic.

- This Policy was developed through staff consultation, in January 2022
- It was discussed and agreed by Governors in February 2022
- It will be reviewed annually.

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