



RE Curriculum Policy

Approved by Governors:	Date: May 2024	
Signature of Governor:	Name:	Signature:

Religious Education Policy

Intent

At Westglade, our RE curriculum aims to create well-rounded citizens who are knowledgeable and respectful of different faiths and world views. Through this knowledge, children should understand the need for compassion and reflect upon their own life and beliefs whether religious or not. They will also consider the role of inspirational leaders in society today and in the past; thinking about what attributes they may share or wish to adopt in their own lives.

We plan our religious education curriculum in accordance with the Nottingham City and County Agreed Syllabus 2021-2026. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of the six religions which we study at Westglade and have respect for other peoples' views by celebrating the diversity in society.
- develop an understanding of what it means to be committed to a religious tradition and to develop an understanding of religious traditions by appreciating the cultural differences in Britain today in the form of British Values;
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Implementation

RE teaching focuses on teaching children key knowledge of each world religion, comparing similarities and differences between religions but also on becoming an active citizen in their world. As children move through school, their knowledge expands; Christianity and Judaism are introduced in Y1 with this knowledge being deepened in Y2. In KS2 they are introduced to Islam and Hinduism first, before later looking at Sikhism, Buddhism and non-religious world views such as Humanism. Children have the opportunity to visit a different religious building in each year group, speak to people from that faith while there and see the symbols/key artefacts first hand. We teach children to ask questions about they are taught, understand that they can be interpreted in different ways and that there is diversity both between and within religions. Our RE curriculum aims to enhance children's understanding of the people and world around them and the different cultures.

Adaptive Teaching

To ensure RE is accessible for all, children are given opportunities to showcase their learning in a variety of ways (including but not limited to: both verbal and using technology, posters, quizzes and artwork); open-ended tasks are set and where appropriate, learning and outcomes are differentiated to meet the needs of the children.

RE Curriculum Planning

RE is planned using an integrated wider curriculum approach. Classes have an over-arching question (predominantly for a half term, but longer where necessary) which links to the learning which will take place in that half term, and this question comes from the RE Syllabus.

Teachers identify the knowledge and skills they would like the children to leave their lessons with (using information from the National Curriculum, knowledge path and skills ladder), ensuring that the learning reflects these and providing opportunities for children to practise.

Foundation Stage

RE is taught in the Foundation Stage as an integral part of the work covered throughout the year. Continuous provision ensures that the Early Years outcomes and goals underpin the curriculum. RE develops children's knowledge and understanding the world and people around them. Children think about significant events in their own lives and those closest to them. Experiences may include stories, food tasting, exploring artefacts and creating artwork.

RE and the curriculum

English - RE contributes significantly to promoting the skills of reading, writing, speaking and listening. Some texts used in Shared Reading may link to work within RE, for example reading texts about inspirational leaders or reading about key religious festivals. Children develop oracy skills through discussing questions and opinions, presenting findings and explaining inferences. Children may also write about experiences such as visits to religious buildings, or biographies of significant individuals.

Computing – Computing can be integrated into the RE curriculum through the use of word processors, research gathering and creating presentations.

Art – Children are given opportunities to explore art with religious links, and to create their own artwork inspired by their work in RE. For example, in Y4 creating Holi pictures.

History - History contributes to the teaching of Religious Education through examining the impact of religion on society and the different religions across periods in history.

Geography - Where appropriate, children may use mapwork to identify where different religions started, or to locate significant places such as Mecca and Jerusalem.

RSHE - RE helps children develop self-confidence by having opportunities to explain their views and experiences. They discover how to be active citizens through work on what makes a good leader and on the importance of kindness. They learn how society is made up of people from different cultures and develop tolerance and respect for others, as well as celebrating what makes them 'them'.

Assessment

At the end of each syllabus unit, children are assessed through quizzes – this is mainly done using Socrative (an online quiz software). Children are also assessed during the lessons, through assessment for learning, teacher assessments and work – this forms a benchmark judgement. These judgements are then tracked through a whole-school assessment tracker, which is monitored by the subject lead.

Monitoring

Monitoring of the standards of children's work and the quality of teaching in RE is the responsibility of the RE subject leader. This is done through samples of children's work, reviewing planning, lesson observations and pupil interviews.

Impact

By the time children leave Westglade, they have had exposure to a full curriculum of RE, which provides them with a thorough understanding of their diverse world. Children meet all of the expectations of the National Curriculum and their learning has changed their long-term memory. Children can talk passionately about religions, religious stories, their own experiences and discuss what they have learnt. They are able to recall and apply key knowledge, make comparisons and links between religions and world-views and ask thought-provoking questions.