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**GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY**

**Religious Education Policy
2023-2024**

**Updated: Autumn 2023
New Review: Autumn 2024**

Approved by the Local Governing Board on 6th February 2024

A handwritten signature in black ink, appearing to read 'J. Dempster', located below the approval text.

Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

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Religious Education at Glebe: Intent statement

At Glebe Primary School, our **high-quality RE curriculum** is part of our **whole schools values based curriculum**. Children are encouraged to have open discussions on a broad range of topics, covering religions and their cultures. These are encompassed by the overarching '**big question**' topics.

Religious education promotes respect and open-mindedness towards others, to **nurture** one another, and to **inspire** our pupil's curiosity. Respect is at the forefront of this subject, bringing together different faiths, ideologies and beliefs. During our RE lessons, pupils develop a strong sense of their identity and belonging within the broader context of the school, and the wider community.

While engaged with the subject, our pupils document their responses to our '**big questions**' within class books, which are displayed in our classrooms, allowing students to reflect on what they have learnt.

How we teach Religious Education at Glebe

This syllabus needs 5% of curriculum time for years R to 6 for it to be taught effectively. Our curriculum for RE at Glebe is provided to ensure that all pupils 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;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Religious Education in the Early Years

In EYFS, RE is taught so pupils can understand the world from an early age through exploring ideas around people, culture and communities while achieving their Early Learning Goals. They can begin to explore and understand what other people believe in; different practices and lifestyles; how other people express themselves; making sense of who they are as a person; and making sense of right and wrong. These concepts are explored through observation, discussion, stories, non-fiction texts and maps.

Our aim is for EYFS pupils to ensure they know some similarities and differences between different religious and cultural communities in our country and life in other countries through what they've explored in class and at times, their own personal experiences.

Religious Education within KS1 and KS2

Throughout both key stages, our RE curriculum shows emphasis on personal growth and community cohesion, allowing for personal development for the children from KS1 to the end of KS2. We use and adapt lessons from Twinkl Planit and Twinkl Life to support with our planning and to offer a broad range of study for children studying RE and to ensure progress is clear throughout the school. There are specific series of lessons ranging from Parts 1-6 for each year group, which will offer structure and narrative to Glebe's RE curriculum. These lessons are delivered through exploration of observation, discussion, drama, research, stories, non-fiction texts and visits within the local community. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Key vocabulary has been included to show the progression skills around the specific language involved in the children's learning, so teachers can assess their understanding and progress through vocabulary as well.

Religious Education modifications

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone such as through provision of sentence scaffolds, visual prompts or simplified text.

Challenge is provided for more able students such as through encouraging them to utilise more independent thinking; to use reasoning within their answers to support their viewpoints and knowledge; or present work in a more challenging way.

Assessment and Monitoring within Religious Education

RE is assessed through providing a curriculum where high quality discussions can be facilitated and listened to, where questioning can be implemented to ensure and deepen pupils' understanding. We implement some low stake quizzes where we revisit the previous term's learning, or even learning from a past year group is recalled, to secure long-term memory. Deeper learning tasks are applied to showcase the children's understanding and knowledge of the topic and related vocabulary too. Evidence for each lesson is collected in a big class book with no formal marking. Teachers keep record of AFL sheets whereby they formatively assess in each lesson children's understanding or progression towards the unit's key objectives.

The RE subject leader monitors whole school progress through directed subject leader time where book looks are carried out, pupil voice is gathered, lesson visits take place to analyse what key knowledge and skills are being taught or if there's any progression we can make to support the children's learning further.

Extra opportunities within Religious Education

Here at Glebe, we believe RE has a special and unique approach through the pupils' classroom learning, but also their experiences outside of the classroom. Our curriculum means we have opportunities to teach in a variety of ways. Our school has a range of special religious artefacts and resources to support developing pupils' physical understanding and connection to the world around them through these distinctive experiences. There are also many opportunities to explore the local area and visit a range of places of worship too so pupils can feel part of the direct community around our school. Glebe also arranges a variety of special visitors who come in and act out stories from the bible to support Christianity units, or hold a workshop to teach a dance for Diwali to support learning for Hinduism. Our year group valued experiences also can encompass our intent for RE, such as making a food hamper for families in need at Christmas. Furthermore, year groups are encouraged to go outside and connect to the world and nature around them through meditation or experience different types of prayer/spirituality.