

# Eccleston Mere Primary School

## RE Policy



**Approved by:** V.Atherton / R.Mugan

**Last reviewed on:** March 2021

**Next review due by:** March 2024

### Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

### RE Vision Statement

At Eccleston Mere Primary School, Religious Education is an exploration of religious and other beliefs, values and practices. It is concerned with the ways in which people search for meaning and purpose in their lives and express their understanding and experiences. At our school the pupils are encouraged to further their knowledge and understanding of Christianity and other faiths, to have respect for others and diversity.

### Intent

Our aim is

- For the child to explore the beliefs, values and practices through which religions and philosophies seek to respond to fundamental questions.
- To acquire and develop knowledge about Christianity and other principal religions.
- For the child to explore their own beliefs, values and attitudes in a supportive and encouraging environment.
- For the child to develop their own insights into the beliefs, values and practices of others thereby promoting respect and sensitivity towards other people and their beliefs and philosophies.
- To reflect on and respond to the values, beliefs and practices of religions and philosophies.
- To use first hand experiences as a basis for understanding religious concepts and experiences.

### Effective Teaching

At Eccleston Mere, Religious Education is taught in line with the Agreed Syllabus for St.Helens (Lancashire's Agreed Syllabus). Planning follows a thematic approach on a half termly basis.

### **EYFS**

Children learn about different religions through festivals and also buildings. Religious Education is taught in 'Understanding the World: People and Communities' and links to 'Personal and Social Development'.

### **Key Stage One and Key Stage Two**

Six main world religions are taught and there is progression in key skills and content through the year groups.

Christianity should be taught throughout each key stage (minimum of 50% of the RE curriculum). Christianity is taught in three distinct areas every year (God, Jesus and Church).

There is a progressive study of two other religions - Islam and Hinduism. These are taught in Key Stage 1 and 2.

Children also have opportunities to study other world religions – Judaism (years 1, 2 and 5), Sikhism (years 3 and 4) and Buddhism (year 6).

Religions and beliefs are taught following the 'field of enquiry':

Knowing about and understanding religions and world views	Beliefs and values
	Living religious traditions
Expressing and communicating ideas related to religions and world views	Shared human experience
	Search for personal meaning

'Key skills' and 'content' for each of the above areas are outlined in Medium Term Planning.

#### How work is evidenced

##### **EYFS**

Work is evidenced using observations; child's voice, Learning Journeys and Understanding the World books.

##### **Key Stage One and Key Stage Two**

Children have RE books which include different types of work for example, writing, drawings, poster designs, photographs. Work is linked to other areas of the curriculum when possible.

#### Assessment

During RE lessons, assessment is ongoing and links to the key skills and content for each religion and topic. Teachers make ongoing assessments as part of the lesson. Assessment grids are also completed and children are awarded WTS/EXS/GDS for each strand.

#### Marking and feedback

Verbal feedback is given during lessons in relation to the 'I can' statements for each lesson. All work which is completed by the children is marked in accordance with the 'Marking Policy'.

#### SMSC /Cultural Capital / British Values

RE has an important role to play in promoting SMSC and the fundamental British Values within the school and this is built into our curriculum plans. RE contributes to pupils' personal development and well-being and to building integrated communities by promoting mutual respect and

tolerance in a diverse society. Studying RE helps develop a knowledge and understanding of the beliefs and values which have shaped and continue to have an important influence on the world that we live in. It provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.

- Collective Worship with ongoing themes such as Tolerance, Determination, Respect, Compassion and Honesty.
- Visits to school by Reverend Sonya, for example Collective Worship, Christingle Service.
- Trips to Christ Church
- RE links to Collective Worship themes
- Reflection time

### Learning Environment

Displays linking to RE topics which include 'sticky knowledge' and 'key vocabulary' enhance the children's learning journey. Teachers are encouraged to include an RE display during the school year.