

# Gorse Hill Primary School

## RE Policy

At Gorse Hill Primary School we pride ourselves in 'working together to do our best'. We aim to provide equal opportunities for all members of our school family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour, race or age. All pupils have regular access to the RE curriculum.

The National Curriculum states the legal requirement that: "Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life."

The RE curriculum should inspire, challenge and equip our pupils with enthusiasm, knowledge, skills and understanding by facilitating the exploration of the many world religious beliefs, traditions and values in our diverse multi-cultural society. RE should promote respect for religious and non-religious backgrounds, equality and open-mindedness and help children to develop their sense of identity and belonging through self-awareness and reflection. Our children should recognise how RE prepares them for adult life by promoting an awareness and sensitivity to others, so they can contribute positively, free from prejudice.



## INTENT

- We intend to build a curriculum subject which develops learning and results in the acquisition of appropriate knowledge, skills and understanding through learning both about and from world religions and beliefs.
- We recognise and respect the values of the religious backgrounds and non-religious backgrounds of each of our pupils.
- We intend to promote social and ethnic harmony and awareness of British Values through encouraging tolerance and mutual respect of each other's beliefs.
- It is our intent to engage pupils in an enquiry-based approach where they will develop an understanding for the expression of religious beliefs, cultural practices and world views, both in their local community and in the wider global community.
- We intend for our children to become curious, independent thinkers and to ask and explore answers to life's big questions.
- We intend for our children to be able to articulately express, with confidence, their ideas about religion, beliefs and spirituality.
- We intend to speak to our children regularly to ascertain what they are enjoying or finding challenging so that every effort can be made to continually improve our practice.
- We intend for children to retain the skills they have learnt so that their religious education knowledge is deepened and is also progressive as they move forward in their learning.
- We intend for teachers to regularly assist children in retaining their prior learning so that it can be built upon and enhanced.
- We intend for our children to have vital opportunities to reflect on their learning.
- We intend for our children to participate in meaningful collective worship every day.

## IMPLEMENTATION



- RE is taught to the children and recorded using photos, sticky notes and displaying their work. As a school we recognise that the need for RE to be taught is key, teachers may choose to teach RE weekly and/or may have a RE day once every half term to explore the key concepts of their current topic.
- RE is delivered in line with the Trafford Locally Agreed Syllabus 2016-2021.
- The children will visit places of worship and meet visitors from religious and belief communities to facilitate a deepening and an informed and empathetic understanding of different groups, which will help promote cohesion and integration.
- Teachers utilise a whole school map of planned topics (RE Today) based on the Agreed Syllabus, which are carefully planned for progression and depth. These are to be studied in every year group and consist of a range of; Believing, Expressing and Living foci. This will assist children to recap and consolidate learning from prior year groups and also be aware of future learning goals.
- Teachers will ensure that learning goals are differentiated so that all children can experience a level of success.
- There will be two whole school RE Days annually to enable the children to focus on a different element of the principle Christian festivals of Easter and Christmas.
- Inter Faith Week will be celebrated annually.
- Children are encouraged to ask questions and enquire about RE rather than just be spoon fed information in a passive way. Teachers will strive therefore to make lessons as practical, experiential and engaging as possible.



## IMPACT

By the end of KS2, we want children to demonstrate a positive attitude towards people of all religions and to show an understanding of cultural beliefs. They should have met the appropriate learning outcomes. They should be able to make sense of religion and be equipped to reflect on their own ideas and ways of living. They should demonstrate respectful behaviour which is transferrable to the wider community and beyond. Children should know key facts about world religions and know about positive role models from different races and religions. They will be able to challenge preconceptions and reassess their own stance on world issues.



## ASSESSMENT

Children's work will be marked according to the policy of the school. Teachers should plan their approach with the learning intentions for the end of the unit in mind. The learning objective for each lesson should be made clear to every child at the start of the lesson and the children should be aware of whether they have fully, partially met or have not understood this yet. Children should be given next steps to provide an element of either consolidation or challenge. Teacher assessments are made both formatively and summatively, and teacher will use the whole school assessment forms to see the progression of each child

for the unit of work. Whole school book scrutinies, learning walks and pupil voice interviews will take place regularly throughout the year by the subject leader.

Date: 1/1/23

This Policy will be reviewed annually