**Religious Education policy**

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**Flixton Primary School**

**Intent**

**RE Rationale**

Religious education is a vital part of a rich and broad curriculum. In the multicultural society that is Britain today, the knowledge and skills that RE brings to the curriculum are essential for our children. The RE curriculum underpins the British values of democracy, the rule of law, mutual respect for and tolerance of those with different faiths, cultures and religions.

Knowledge about different faiths, cultures, beliefs and traditions lays the groundwork for understanding and tolerance. It is through recognising these differences that children can demonstrate the British values of tolerance and mutual respect for others. Developing an understanding of differences between people’s beliefs and customs is essential from an early age and provides the building blocks for acceptance in later life. Children need to be aware of both similarities and differences so that these can be acknowledged and celebrated.

**Excellence in RE is demonstrated by:**

* Children who are open minded and approach learning sensitively.
* Children who respect differences and celebrate diversity.
* Children who can empathise with others to understand things that are different to their own beliefs.
* Children who are open minded and accept that there may be more than one answer to a question.
* Children who ask significant and reflective questions about religion, and demonstrate their understanding of issues related to the nature, truth and value of religion.
* Children develop an understanding of how the beliefs, values, practices and ways of life within different religions cohere together.
* Through good subject knowledge of the teacher, children are encouraged to ask “big questions” that they may not know the answer to.
* Children make links between people’s beliefs and customs and their own beliefs and customs.
* Children use enquiry skills to find things out for themselves rather than reciting what they have been told.

High levels of literacy are essential for children to showcase high levels of achievement in RE and any other subject. That is why reading is at the core of our values at Flixton Primary school and we place a great importance on developing confident, fluent readers.

**Implementation**

The religions and units covered by each year group are outlined in the FPS Curriculum map. This shows the breadth of religions covered within each Key Stage.

Within our curriculum there is a balance of learning about religions and learning from religions. Each unit of work allows children to develop their knowledge and understanding of different religions, faiths and practises. It also provides opportunities for children to develop and build on a range of higher level thinking skills such as:

**Investigation** including: asking relevant questions, using a variety of sources to gather information, selecting good evidence from a range of sources.

**Interpretation** including: drawing meaning from artefacts, art, poetry and symbolism, interpreting religious language, suggesting meaning of religious texts.

**Reflection** including: reflecting on feelings, experiences, attitudes, beliefs, values, relationships, practises and ultimate questions.

**Empathy** including: developing the ability to identify feelings and considering the thoughts, feelings, attitudes, beliefs and values of others, seeing the world through the eyes of others and seeing issues from their point of view.

**Evaluation** including: debating issues of religious significance with reference to evidence, argument, opinion and statements of faith.

**Analysis** including: distinguishing between opinion, belief and fact, distinguishing between the features of different religions.

**Synthesis** including: linking significant features of religion(s) together in a coherent pattern, connecting different aspects of life together into a meaningful whole.

Our RE curriculum is based on the Trafford Agreed Syllabus, which complies with the requirements set by SACRE for the teaching of RE.

**Delivery**

RE is expected to be taught at least every two weeks (weekly wherever possible) to enable knowledge and understanding to be embedded regularly and built upon to ensure progression. Each year group in KS1 and KS2 has 3 units to cover each year (Year 6 have 2). EYFS also have 3 units to incorporate into their learning about people and communities. These units reflect that religious traditions in Great Britain are predominantly Christian, whilst also taking into account the teaching and practices of the other principal religions.

**Planning**

Units of work from RE Today are provided for each unit for each year group. Each unit plan sets a key question, provides guidance for differentiating learning outcomes for children, suggests classroom activities and resources that could support learning. Teachers are encouraged to use this as a basis for their medium term planning, taking into account the needs and ability of their individual classes. Outside visitors from faith groups or visits to places of worship are identified by the subject lead and encouraged to bring learning to life. Every year group has a planned visit / visitor to enhance the curriculum.

**Progression**

Whilst the higher level thinking skills outlined earlier should be present within each year group (where relevant to the age of the children), the curriculum map ensures that knowledge and understanding from one year is built upon in subsequent years. In Reception, Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. In Key Stage 1, children will learn from Christians and Muslims or Jewish people. In Key Stage 2, children will learn from Christians, Muslims, Hindus and Jewish people. Other religions may be added if and where appropriate (to reflect the beliefs of children within each class)

**Assessment**

Observations are made in each RE lesson to monitor progression, identify and address misconceptions and inform future planning. Any written or recorded work is marked in line with the school marking policy and feedback given as appropriate. Assessment grids are stuck in children’s books (KS1 & 2) and key objectives recorded when achieved. This informs pupils and teachers of progress made within each unit and highlights any areas for development in future units of work.

**CPD**

Staff subject knowledge audits are carried out by the subject lead to identify any areas for development for staff. Support is offered in planning units and suggesting resources and activities by the subject lead to any member of staff that feels they would like to develop their subject knowledge. Any resources suggested by the TTSA subject leader meetings are shared with staff as appropriate.

**Implementation**

The impact of this policy on outcomes for children is measured against our Excellence Statements for RE.

The RE subject leader monitors the impact of this policy through:

-       Book scrutiny

-       Pupil interview / survey

-       Data analysis

-       Teacher interview / survey

Leadership team monitoring is also fed to the RE lead.