

Sunning Hill Primary School



RE Policy

Prepared by: Mrs Jepson

Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for RE

Sunning Hill Primary School works alongside the SACRE agreed syllabus for RE to help all our pupils learn about a range of religions and non-religious world views. Our high quality RE curriculum ensures that we promote the spiritual, moral, social and cultural development of all children. It allows the children to develop their understanding of the world and helps them to communicate with the wider community. Through RE, pupils will be taught to develop knowledge and understanding of religions, develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, respond to questions with reference to the teachings and practices of religions and reflect on their own beliefs, values and experiences.

Curriculum Implementation for RE

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The RE curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- There is a clear approach to the delivery of RE across the school using the following three elements of teaching and learning; making sense of beliefs, making connections and understanding the impact. These approaches then ensure progression between year groups. This promotes a RE curriculum that is progressive and allows children to build upon previous learning.

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- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- Subject specific vocabulary is selected and taught explicitly using the Bolton SACRE scheme of work. This is progressive across year groups and is clearly displayed on Notebooks and referred and recapped in every lesson. This helps the children to articulate their knowledge and understanding.
- Pupils are given an opportunity to reflect at the end of each unit by sharing their learning.
- When an RE display is in the classroom this will show the building of knowledge over the course of a unit.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning.
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.
- Celebration of different faiths are also reinforced and celebrated through our school assembly themes.

Curriculum Impact for RE

Through the clear and aspirational intent and structured and rigorous implementation of the RE curriculum, we aim to provide all our children with a broad and balanced depth of knowledge in RE. The impact of this is measured in the following ways;

- Monitoring of the subject through, planning, learning walks, lesson observations, assessment reviews and pupil discussions to measure the impact of RE in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through drop-ins, pupil questionnaires and assessment reviews. This information is used to plan staff meetings and external training opportunities if needed.
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.