

# PRIMROSE HILL PRIMARY SCHOOL

Phoebe Street, Ordsall, Salford, M5 3PJ



## RELIGIOUS EDUCATION POLICY 2024-2025

### **Purpose**

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus that we are currently following at Primrose Hill Primary School is the 'MSST&T Agreed Syllabus for Religious Education 2022-2027'.

<https://www.trafford.gov.uk/residents/schools/SACRE/docs/MSSTT-Agreed-Syllabus-for-Religious-Education.pdf>

At Primrose Hill Primary School, we enable children to develop a sound knowledge for the following major religions; Christianity, Islam, Hinduism, Judaism. During their time at our school, children will also look at aspects of the Buddhist and Sikh religion, as well as Humanists who follow no religion. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

### **Aims**

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. The principal aim of RE in the MSST&T syllabus is

*"...to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own."*

At Primrose Hill, we have re-worded this principal aim in order to make it more understandable to our pupils:

**'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live. We teach RE so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.'**

The aims of RE are threefold, and our curriculum teaching should ensure that pupils:

1. **Know** about and understand a range of religions and worldviews.
2. **Express ideas and insights** about the nature, significance and impact of religions and worldviews.
3. **Gain and deploy the skills needed to engage** seriously with religions and worldviews.

We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.

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## The RE Curriculum

At Primrose Hill Primary School, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the MSST&T Agreed Syllabus for Religious Education 2022-2027. The teaching of this subject is supported by planning and resources from RE Today, Plan Bee and the Jigsaw RE scheme of work.

## Time spent on R.E:

FS & KS1: 36 hours (1 hour per week)

KS2: 45 hours (1.25 hours per week)

## Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## The Foundation Stage

It is important in the foundation stage to give children a broad experience of RE in a range of contexts, including outdoor play. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in our reception & nursery classes. In early years, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs (Key stage 2) and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. Religious education also helps teach and promote the work we do here on British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance).

## Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they

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develop their knowledge and understanding of the cultural context of their own lives.

## **Pupils with SEN (see our SEN Policy for further information)**

We believe that all children have the right to access the RE curriculum. In order to ensure that children with specific needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability or stage. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

## **Inclusivity & Equal Opportunities**

At Primrose Hill we aim to provide access and opportunities for all children to achieve regardless of gender, race or social/cultural background (see our separate Equal Opportunities Policy & SEN Policy for further clarification). We make provision, when necessary, to support individuals or groups of children to enable them to participate effectively in the RE curriculum. This applies to those children of higher ability, those on the SEN Code of Practice and to disadvantaged children. We meet the individuals' requirements for curriculum access through differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

## **How we are meeting the needs of all learners in RE?**

<b>Need</b>	<b>Subject Specific Adaptations</b>	<b>How Work Is Evidenced &amp; Progress Captured</b>
<b>COGNITION &amp; LEARNING</b>  <u>Possible identified barriers:</u> Ability to demonstrate knowledge, retention of previous learning, understanding of more abstract concepts/themes.	Children have access to individual iPads, this encourages alternatives to writing (eg voice notes, photographs etc) or enable writing using sentence starters, scaffolds, or speech to text software. Pre-teaching opportunities & recap of prior learning (focused on previous 'Golden Nuggets' if applicable) Knowledge organisers, visual prompts, physical artefacts, discussion prompts, regular revision of key themes, opportunities for overlearning and repetition	
<b>COMMUNICATION &amp; INTERACTION</b>  <u>Possible identified barriers:</u> Learning & understanding of subject specific vocabulary, Participation in discussion.	Artefacts, photographs and other visual scaffolds/mnemonics to help pupils learn topic specific vocabulary. Wherever possible, practical learning will be employed to assist with development of new vocabulary, including the use of word mats, knowledge organisers, pre-teaching of vocabulary. Scaffolded sentence starters (eg 'I think that...') to help children formalise their reflections with additional thinking time after posing a question before returning. Supporting by reasoning aloud, group / partner work with shared writing, use of IT to record thoughts/responses/ideas in a non-threatening way.	Through published e-Books made in book creator  In individual workbooks  Pupil interviews  Photographs stored in pupils' own gallery
<b>PHYSICAL &amp; SENSORY</b>  <u>Possible identified barriers:</u> Ability to access sources, sensory overload/unusual sensory stimuli.	Sources of information / text to be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper. Consider how different sources (including religious artefacts) could be used to help convey information. Staff to be aware of any sensory stimuli (such as the use of incense or religious music), which will be unfamiliar to the children. Where relevant, ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice. Consider pupil sensory audits and adaptations and introduce new stimulus to pupils outside of the lesson so that it is not new or unknown to them.	Models and artwork created following on from learning  Work saved on own iPads, including voice notes, completed presentations, written reports etc.
<b>SOCIAL EMOTIONAL &amp; MENTAL HEALTH</b>  <u>Possible identified barriers:</u> Anxiety about visiting to new places, Difficulty discussing themes that they find uncomfortable.	Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect. Prepare the children with any routines/cultural expectations they may be asked to follow. Social stories to help pupils accept and acknowledge different beliefs and views. Clear expectations that no one will be made to share if they are not comfortable. Emotions cards, or other agreed signals, so that the child is able to communicate if they are uncomfortable with the discussion. Sentence starters to aid productive discussion/avoid offence. Bank of appropriate words to discuss topics if this is a concern.	Scores from 'Golden Nugget' quizzes and assessments

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<p><b>EAL/ESL</b></p> <p><u>Possible Identified Barriers:</u> Learning &amp; understanding of subject specific vocabulary, Participation in discussion.</p>	<p>IT to help translate sources or evidence. Artefacts, photographs and other visual scaffolds/mnemonics to help pupils learn topic specific vocabulary. Wherever possible, practical learning will be employed to assist with development of new vocabulary, including the use of word mats, knowledge organisers, pre-teaching of vocabulary. Scaffolded sentence starters (eg 'I think that...') to help children formalise their reflections with additional thinking time after posing a question before returning. Supporting by reasoning aloud, group / partner work with shared writing, use of IT to record thoughts/responses ideas in a non-threatening way.</p>	
<p><b>LOW ATTENDANCE</b></p> <p><u>Possible Identified Barriers:</u> Gaps in subject knowledge, preventing children from making progress and building on prior learning. Anxiety due to missing lessons and not being able to fully participate in the learning session.</p>	<p>Clear expectations that no one will be made to share if they are not comfortable. Revision and recap opportunities of prior learning (focused on previous 'Golden Nuggets' if applicable) in small groups or on a one to one basis. Sharing or previous knowledge organisers or learning coversheets to summarise what was covered in previous sessions and what should have been remembered. Supporting by reasoning aloud, group / partner work with shared writing, use of IT to record thoughts/responses ideas in a non-threatening way.</p>	

## Assessment

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Parents and carers of children in National Curriculum year groups are provided with a written report three times per year. Comments on RE are included in this report.

Assessment can be broken down into *formative assessments* (which provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity) and *summative assessments* (which review pupils' capability and provide a best fit outcome). Assessments should provide opportunities for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives. From Y1 upwards, this information is recorded on each topic/theme's learning overview 'Cover Sheet'. This sheet also makes links to prior and future learning in order to help children develop their long-term memory and for them to see where their current learning fits in with their learning programme. Identified 'Golden Nuggets' highlight to both pupils and staff the knowledge that all children are expected to learn and retain.

## Monitoring and review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE

## Withdrawal from RE Learning

We are mindful that everyone holds different beliefs and this is taken into consideration at Primrose Hill Primary School and in RE lessons. Parents may withdraw their children from Religious Education lessons, on grounds of religious conscience. Parents may request that

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their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to undertake another activity during this time. Due to staffing constraints, this learning session will not be led by a member of staff and will not be used as a time to teach another subject. Teachers may also exercise the right not to be required to teach Religious Education, on grounds of religious conscience. However, in both cases this will be **for the entirety of RE** and not for particular aspects (ie a child cannot partake in one set of lessons but miss out another).

*NB: Children who are withdrawn from the teaching of RE may still be in a room where this lesson is taking place. This is for supervisory and safeguarding purposes.*

<http://www.primrosehillprimary.co.uk/curriculum/re/>

Policy Start Date : 1.9.2024

To Be Reviewed : 1.7.2025

Link Governor : N Marshall