



## Religious Education (RE) Curriculum Policy

*Aiming High, Achieving Together*

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| Date of issue                   | Summer 2 2025 |
| Review Date                     | Summer 2 2027 |
| Signature of Headteacher        | L.J.James     |
| Signature of Chair of Governors | G.Dove        |

### Intent

Our Vision Statement '*Aiming High, Achieving Together*' underpins all our decisions in school. We have high expectations for all our children to achieve and make progress in their social, emotional, physical, mental health and academic development. We provide an exciting broad, balanced and rich curriculum, which is enquiry based, and meets the requirements of Early Years Foundation Stage (EYFS) Curriculum and the National Curriculum including the needs and aspirations of our children. Our **MERTON** core learning values:

*Motivation, Excellence, Respect, Teamwork, Opportunities, Never Give Up*

drive the learning journeys in all curriculum areas. We are inclusive in our teaching and we strive to develop and adapt teaching and learning to match children's differing needs. We aim that all children know and remember more. This includes those with special educational needs and disability and those identified as more able, and/or gifted and talented.

Our Curriculum goes beyond the broad statutory aims as we develop children's cultural capital to show them there is life within and beyond Popley to which they can make a difference.

We believe that RE is an integral part of children's learning which has a positive impact on children's wellbeing and happiness. We are passionate about providing experiences that all children can access which develop skills, knowledge, appreciation and enjoyment of RE whilst also giving opportunities to express and share their ideas and opinions. We encourage children to understand that there is no right or wrong in RE.

We will prioritise subject specific vocabulary development to enable our children to have rich discussions when appreciating RE. Books about RE are available to encourage Reading for Pleasure and enable the children to acquire more knowledge to make links and connections with ideas, opinions, other knowledge, skills and understanding.

We will ensure that we cover:

### EYFS ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

### NC Aims:

- All pupils are entitled to receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development. It is based on the Local Authority Agreed Syllabus called The Living Difference IV.

### Implementation

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| <b>Culture &amp; Ambition</b> | <ul style="list-style-type: none"><li>• The RE curriculum has equal importance across the school</li><li>• RE is taught within the context of a topic theme enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations including a purpose and audience for learning</li></ul> |
| <b>Learning Journey</b>       | <ul style="list-style-type: none"><li>• We develop children's experiences and understanding of RE by providing children with memorable learning opportunities within school, after school and within the wider community. For example, national and international festivals, after-school clubs and RE</li></ul>         |

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|                                 | <p>competitions.</p> <ul style="list-style-type: none"> <li>• Our Scheme of Work (SoW) is progressive and carefully sequenced starting with the children's own experiences and knowledge. Planning follows a Cycle of Enquiry focussing on: Enquire-Communicate-Communicate-Apply-Evaluate</li> <li>• The SoW explores Christianity and Judaism</li> <li>• Assemblies also explore festivals from other faiths</li> <li>• The SoW identify small component steps so that all children can build on what has been taught before and ensure pupils achieve our ambitious expectations and work towards clearly defined end points.</li> <li>• Strong sequencing is building blocks=gradual acquisition of knowledge and skills=well-judged level of challenge=distributed practice/interleaving (applying)</li> <li>• Planning explicitly shows the substantive knowledge that is taught and the disciplinary knowledge (skills) to show children how to retain that knowledge</li> <li>• Children have plenty of opportunities to develop automaticity and fluency</li> <li>• Big ideas are developed over time adding layers of information to existing knowledge.</li> <li>• Common misconceptions are identified and pedagogical tools are considered for the delivery of the curriculum to develop mastery of each subject domain</li> <li>• The SoW enable links between subjects to support later learning</li> </ul> |
| <b>Pedagogy</b>                 | <ul style="list-style-type: none"> <li>• We use a range of pedagogical practices in the teaching of RE to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks and/or whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and overlearning to ensure that key knowledge is transferred to children's long-term memory</li> <li>• We use the I do-We do-You do approach and implement Revisit-Teach-Practice-Apply (RTPA) in lessons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Assessment</b>               | <ul style="list-style-type: none"> <li>• We give 'in the moment' feedback to enable the child to know and understand what they are doing well and what they need to do to improve their learning – <b>Perfect Pink</b> and <b>Green to Grow</b> marking</li> <li>• The class teacher will assess the child's achievement against the overall main learning intent and outcome end points and comment in the children's sketchbook.</li> <li>• The children will be given the opportunity to appraise their work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being explored</li> <li>• We complete summative assessments at the end of each topic to ascertain whether they are on track to meeting Age Related Expectations (ARE) at the end of the academic year / end of key stage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Professional development</b> | <ul style="list-style-type: none"> <li>• The RE &amp; Design Curriculum Manager ensures that all staff have high subject knowledge to be able to implement the curriculum effectively. They will disseminate relevant research and monitor RE &amp; Design through regular worksampling, planning reviews, learning walks, lesson observations, team teaching, pupil interviews and staff questionnaires. They plan any necessary training for all staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Learning Environment</b>     | <ul style="list-style-type: none"> <li>• Resources are carefully selected to stimulate thoughts, ideas and opinions. They encourage rich discussion when exploring RE.</li> <li>• Books and final outcomes are valued and RE work is displayed</li> <li>• There is a two-way process: the school, the local and wider environment support the learning of RE whilst the children's learning supports the evolution of the school, the local and wider environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Impact

Children feel confident to express themselves in RE & Design through a variety of media including digital RE. They can share facts about a variety of faiths.

Children make good progress from their starting points and the use of transferrable skills is promoted. They enjoy RE lessons.

Children use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with independence and concentration.