



Badgerbrook Primary School

RE Policy

2024/25

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Aims of our RE Policy:

Intent

The principal aim of religious education at Badgerbrook is to ensure pupils know about and understand a range of religions, express their views about the significance of religions and gain skills to engage with religions and world views.

The curriculum for RE aims to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas.

There are three main aims to teaching RE:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so they can:

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.

- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

(Leicestershire Agreed Syllabus, 2021-2026)

Purpose of Study - Why Teach RE?

RE is a compulsory subject and forms part of the National Curriculum to which all pupils have access. It promotes the acceptance and understanding of other beliefs. Through the teaching of RE, we aim to promote the spiritual, moral and cultural development of all pupils.

RE contributes significantly to the children's education at Badgerbrook by provoking challenging questions about the meaning and purpose of life, beliefs about God and issues of right and wrong and what it means to be human. At Badgerbrook, children learn about and from religions in local, national and global contexts. Teaching will equip children with systematic knowledge and understanding of a range of religions, enabling them to develop their ideas, values and identity.

Planning

Religious Education (R.E.) at Badgerbrook is taught according to the Leicestershire Agreed Syllabus 2021-2026. Following these guidelines, pupils study the units outlined in the long-term overview. Teachers collaborate to plan Religious Education using the learning journey planning format, organizing learning in blocks to improve knowledge retention. Retrieval practice, which enhances memory and makes information easier to recall, is a fundamental part of our R.E. curriculum.

According to the Agreed Syllabus, children study the following religious traditions in depth:

- **Reception:** Encounter Christianity and other faiths as part of their growing sense of self, their own community, and their place within it.
- **Key Stage 1:** Christians, Jews, and Muslims.
- **Key Stage 2:** Christians, Jews, Hindus, Muslims, and Humanists.

The curriculum is further enriched through extra-curricular and enrichment activities, including trips, visitors, school events and celebrations.

Implementation

Our RE curriculum is carefully planned and delivered to provide a comprehensive and enriching learning experience for all pupils. Using progression maps and the Leicestershire Agreed Religious Literacy for All Syllabus, our teachers ensure that their instruction aids learners in retaining and recalling information more effectively. This approach builds on their existing knowledge, integrating new content into broader concepts, which enhances pupils' understanding and retention over the long term.

Retrieval practice is a core component of our RE curriculum, reinforcing memory and facilitating easier recall of information later. We incorporate retrieval practice through two main strategies:

1. **Daily Review:** Most lessons begin with a daily review to activate prior learning.
2. **Spaced Retrieval Practice:** Key knowledge is revisited three times, spaced out from the initial teaching, to secure long-term knowledge acquisition and ensure that children retain what they have learned.

Early Years Foundation Stage (EYFS)

The EYFS framework is organised across seven areas of learning rather than traditional subject areas. The skills taught in EYFS contribute to the RE curriculum, although they are not always presented as subject-specific knowledge and skills. The most relevant early years outcomes for RE are derived from the 'Understanding the World' area of learning.

These skills and knowledge are primarily imparted through children's play and exploration during continuous provision times throughout the day. Teachers plan enhanced activities intentionally, allowing children to learn through their own discoveries. Aspects of 'Understanding the World' are also integrated into RE lessons, where children explore topics such as people and communities and significant events like religious festivals. This approach ensures that early years' pupils develop a broad understanding of the world around them, laying a solid foundation for future learning in RE and beyond.

Key Stage 1 (KS1) and Key Stage 2 (KS2)

In Key Stage 1 and Key Stage 2, our RE curriculum aligns with the requirements of the agreed syllabus. Pupils study Christianity throughout each key stage, along with the principal religions represented in the UK, including Islam, Hinduism, Sikhism, Buddhism, and Judaism. Our classrooms reflect the diversity of beliefs in our community. We acknowledge that children from families with non-religious worldviews, such as Humanism, are part of our pupil body. These worldviews are integrated into our curriculum and studied alongside the major religions.

Pupils in both KS1 and KS2 participate in dedicated RE lessons which are blocked each term. This ensures that all pupils have the opportunity to develop their understanding of different faiths and worldviews, promoting respect, tolerance, and a broad appreciation of cultural diversity. Our carefully structured RE curriculum aims to provide pupils with a thorough understanding of various religious beliefs and practices, fostering an environment of respect and cultural awareness. Through well-planned lessons and strategic teaching methods, we strive to enhance pupils' retention and comprehension, preparing them for a diverse and interconnected world.

Our RE provision is enhanced through various engaging activities and resources. Using LYFTA, an immersive digital platform, allows students to explore global religious diversity interactively. Regular assemblies and World Religion Days provide collective learning experiences about different religious themes and practices. Visits to places of worship offer first-hand experiences of diverse religious environments, deepening understanding and appreciation. Additionally, inviting visitors and organizing workshops, such as a Diwali dance workshop, provide dynamic, hands-on learning opportunities. Together, these activities

create a comprehensive and enriching RE curriculum that fosters respect and appreciation for global religious traditions.

Inclusion

At Badgerbrook, we are committed to providing every child with equal opportunities to achieve their full potential and access an ambitious and coherent curriculum that fosters deep learning and an understanding of a sustainable world, regardless of race, gender, cultural background, ability, or Special Educational Needs or Disability (SEND).

Assessment

Pupils' progress will be regularly assessed using various formative assessment strategies in lessons. These include questioning, regular retrieval practice, quizzing, independent learning tasks, and providing feedback on their work. Teachers use a variety of methods, such as observations, discussions, questioning, self-assessment, peer feedback, photos/videos and written work where appropriate to gauge pupils' progress. Regular feedback is provided to help pupils understand their strengths and areas for development.

Assessing Long-Term Learning:

Skills will be continually revisited and developed through carefully planned and sequenced progression mapping across the school.

Tracking Pupil Progress:

In Religious Education, teachers use unit assessments aligned with the Leicestershire Agreed RE Syllabus. These assessments evaluate the progress of the entire class, categorizing students as emerging, meeting expectations, or exceeding them as outlined in the syllabus.

Monitoring and Evaluation

The implementation and impact of our curriculum will be monitored through;

- Lesson observations
- Planning scrutiny
- Book scrutiny
- Pupil voice

Monitoring RE is crucial to ensure effective delivery and consistent quality across the whole school. The RE coordinator plays a crucial role in overseeing the curriculum's implementation across the school. This includes conducting classroom observations, learning walks, and engaging in discussions with teaching staff to ensure a cohesive and coherent curriculum.

Staff meetings are held to review experiences, develop staff teaching and learning knowledge, and discuss best practices. Additionally, evidence of RE learning and outcomes is collected through work samples in pupil books as well as photos, observations.

Pupil voice is emphasized through interviews with pupils to gather their insights on their learning experiences. Staff collaborate in regular meetings to review and share their experiences and best practices.

Safety

Safety considerations for teaching RE are paramount to creating a supportive and secure learning environment. Sensitivity is crucial when addressing world religions. Teachers must ensure that discussions and materials are age-appropriate and respectful. It's vital to foster an inclusive atmosphere where diversity in all its forms is celebrated, and where every child feels valued and respected. Clear boundaries should be set to maintain respect during class discussions, ensuring that all pupils feel safe to express their thoughts and opinions without fear of judgment or ridicule.

Health and safety issues in RE include the safe teaching of appropriate procedures when on visits to places of worship.

Reporting to Parents

Reporting to Parents Individual progress is communicated to parents through termly Parents' Evenings and an annual end-of-year report.

Feedback

In RE, our feedback aligns with the whole school's feedback policy. This means feedback in RE will be clear, supportive, and aimed at helping pupils to learn and grow. Feedback will be given promptly and will focus on both how well pupils are doing academically and how they're developing their understanding of different religions. Our goal is to encourage pupils to think about their learning and find ways to improve. By aligning RE feedback with Badgerbrook's approach, we aim to create a positive and effective learning environment where every pupil can succeed.