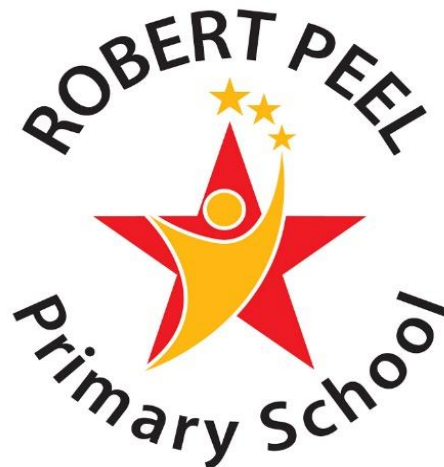


Robert Peel Primary School

Religious Education Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Religious Education (RE) Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Religious Education Vision

Having a secure understanding about our own and others' religions and beliefs is vital to developing empathetic and kind members of our local and modern, global communities.

During RE at Robert Peel Primary School, children will explore a range of stimulating, yet challenging, questions, developing an open and clear understanding. Through a careful curriculum design, RE will teach children about a variety of religions and values, allowing them to develop their own views and beliefs, while being understanding of others with differing opinions. Communication skills are developed for the children as they justify their views, whilst sympathising to the fundamental British Values, such as respect and tolerance.

Children learn about Modern Britain and the wider world religions by the study of real events from a range of beliefs, visiting places of worship and school assemblies. Children will gain the confidence to explain their own values and beliefs through the rich and varied RE Agreed Syllabus. All children will develop a sense of identity and belonging, which will help children at Robert Peel Primary School to flourish into individuals, who are happy, independent and understanding of others.

3. Religious Education Implementation

Curriculum Design & Coverage

| | Aut 1 | Aut2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------|---|-------------|--------------|--------------|--------------|--------------|
| Nursery | Celebrations: Christmas, Chinese New Year, Diwali, Easter Understanding community and differences between ourselves: All About Me and People Who Help Us | | | | | |

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|------------------|---|--|--|---|--|---|
| Reception | Comparing ourselves and our families Celebration of our own families | Celebrations and Festivals: Diwali Christmas and the Nativity story Christmas Tree Festival | Chinese New Year Easter | Easter Taking Care of Our World: Perfect Planning - Recycling | Respectful relationships with adults and others around us | Taking Care of our world: Gardening Club |
| Year 1 | Unit 1: What do Christians believe God is like? | Unit 2: Why does Christmas matter to Christians? How and why do we celebrate special times? | Unit 6: What makes some places significant? What makes some places sacred to believers? | Unit 5: Why does Easter matter to Christians? | Unit 3: Judaism | Unit 4: Judaism |
| Year 2 | Unit 11: Who is an inspiring person? | Unit 7: How and why do we celebrate significant times? | Unit 8: What can we learn from sacred books and stories? | Unit 12: What is the 'good news' Christians believe Jesus brings? | Unit 9: How do we show care for others? Why does it matter? | Unit 10: How do we show care for the Earth? Why does it matter? |
| Year 3 | L2.1: Where, how and why do people worship? | L2.6: How do festivals and family life show what matters to Jewish people? | L2.2: Why do some people think life is a journey? How and why do people mark significant events in life? | L2.12: How and why do people try to make the world a better place? | L2.9: How do festivals and worship show what matters to Muslims? | L2.11: What are the deeper meanings of the festivals? |
| Year 4 | L2.7: How is faith expressed in Hindu communities and traditions? | L2.8: How is faith expressed in Hindu communities and traditions? | L2.4: What kind of world did Jesus want? | L2.5: Why do Christians call the day Jesus died 'Good Friday'? | L2.10: For Christians, what was the impact of Pentecost? | L2.3: What is the trinity and why is it important for Christians? |
| Year 5 | U2.10: What will make our community a more respectful place? | U2.7: What helps Hindu people as they try to be good? | U2.8: How is faith expressed in Islam? | U2.1: What does it mean if Christians believe God is holy and loving? | U2.5: How do Christians decide to live? What would Jesus do? | U2.6: What do Christians believe Jesus did to 'save' his people? |

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|---------------|--|--|---|---|---|---|
| Year 6 | U2.11: Why do some people believe in God and some people not? | U2.14: How do Sikhs put the teachings and ideas of their Gurus into action? | U2.4: How and why do some people inspire others? | U2.2: Creation and Science: conflicting or complementary? | U2.3 Values: what matters most to Humanists and Christians? | U2.12: How does faith enable resilience? |
|---------------|--|--|---|---|---|---|

Teaching & Learning of RE

At Robert Peel Primary School, we teach weekly RE through half termly focus questions, guided by the Central Bedfordshire RE Agreed syllabus, which helps to deliver excellence in RE and deepens children's knowledge about religions and develops their religious literacy. The RE focus questions are designed so that there is a progression throughout the school and children are building upon knowledge learnt in previous years.

Three core elements provide breadth and balance within teaching and learning about religions and beliefs by:

- Making sense of beliefs
- Making connections
- Understanding the impact.

Our teaching and learning styles enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We aim to broaden their experiences through inviting people of different faiths and parents into our school to talk about special events/celebrations/ways of life within their religion.

School Vision Promoted through RE

In RE at Robert Peel, children are exposed to and given opportunity to find out and learn about how different people around the world live and practise different religions and beliefs (including those with non-religious beliefs). This encourages our children to be empathetic and understanding towards others and to respect their way of life. RE encourages our children to see how and why different people view and live in the world and ensure they are able to make links between some religious practices with our own beliefs.

Conversation and discussion based learning, plays a vital role in our teaching of RE. Through discourse, children are able to listen to the views of others as well as being able to share their own thoughts, feelings and beliefs, while providing a safe and respectful space to debate differing views. Because of this, a wide range of communication skills are used and practised, another learning behaviour we focus on at Robert Peel. Children may develop their communication skills through use of talk partners, group work, drama based activities, story-telling and in-depth questioning opportunities.

RE also gives children the opportunity to share what makes them happy within their own religious and non-religious beliefs. Children are given opportunities to think and reflect on their own lives (as well as those in religious environments) and to be able to talk about what they enjoy the most and why. Not only does it allow them to share their own personal views but it allows them to feel part of a community of shared views.

Curriculum Connections in Religious Education

In some areas of our curriculum, RE is linked to other subjects at different points of the year. This may be through focus texts in Literacy, artists in Art or how religion or beliefs may have had a role in events in History. Key questions, beliefs and ways of life contribute enormously to our teaching and learning in PSHE to ensure we are supporting children to be understanding, respectful and empathetic to all.

Enrichment Experiences in Religious Education

Across the year at Robert Peel, enrichment experiences for our children may include:

- Visits and tours of the local church
- Visits and talks in school from local members of the church (at Harvest, Christingle and Easter)
- Attending local Christmas Tree Festival events
- Attending the local Easter Story trail event
- Year 6 Faith Tour

Religious Education Language Development

RE exposes children to a vast range of language that they may not hear or think about in their everyday life. RE gives children opportunities to learn about key terms, vocabulary and concepts from a range of religious and non-religious beliefs. It also gives children chance to discuss, debate, compare and contrast ideas in the older years. The attached appendix is the Progress in language, vocabulary and key ideas summary. It shows key language that children will come across in each phase of learning (at both primary and secondary level) and shows how language builds upon the previous learning phase.

(Appendix 1 - RE Agreed Syllabus - Progressive Language Development document)

Community, Cultural & Global Learning through Religious Education

Religious Education is built upon learning about different people, places, ways of life as well as different religions, beliefs and views. RE allows us to reflect upon our local and wider communities and to discuss how our local population is made up. We are fortunate enough to have open and accessible places of worship in our local town (which are visited at different times of the year) as well as annual links to places of worship in neighbouring towns which our year 6 children have the privilege of visiting and experiencing each year.

RE gives us opportunities to learn from members of our local community. This may be those practicing in a religious place of worship themselves or even a parent, staff member or the children themselves. It gives children chance to see how we can share similar interests and hobbies but have differing views. By offering our children these experiences, we are showing them how to be respectful, understanding and empathetic towards others. Our RE teaching shows children how alike people of religion and non-religion are and to learn that it is okay to believe and think different things.

Through our RE teaching also, we aim to break down stereotypes of a person, place and religion. Through our planning, we try to teach children the main practices within a religion but show how even within that religion, individuals may show and practice this in their daily life differently. By doing this, we hope to show that there are many ways people can practice their religion. People do not need to look or act a certain way and they have lots of things in common with those of no religion. By creating this level of understanding, we hope to create tolerance and respect for those around us regardless of views.

RE teaching, (often within Key Stage 2) poses deeper key questions to children that enable them to reflect upon their own views and understanding of certain topics. RE can enable children to reflect upon real life events and key topics that are occurring in their world. In a safe and appropriate manner, this is often through chance to discuss and debate to help them form their own views as well as hearing (and being respectful) of different viewpoints. RE allows children across all year groups to reflect upon their own lives and to make links and connections to those of a religious background. The value of family, special places, special people, special events, individual traditions and community are all a key thread that run through those that live a religious and non-religious way of life.

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of weekly plans
- Monitoring and scrutiny of all RE books
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in RE
- Reporting to the Governing Body as required
- Supporting new staff and providing guidance and training, when necessary

5. Resources in Religious Education

Robert Peel Primary School follows the Central Bedfordshire RE Agreed syllabus and uses this document to support the planning and implementation of RE. The syllabus acts as a guide as what needs to be taught and looked at to ensure children are making sense of different beliefs, are making connections across religions and with their own beliefs as well as understanding the impact different parts of religions have on individual and global communities.

Further resources for Religious Education:

- Religious artefacts and books, kept in a central store.
- Regular school assemblies for the children.
- Links to the local churches and leaders.
- Religious books in the school library.
- Whole school assemblies to celebrate major religious celebrations.
- Religious representative visitors
- Whole school Religious Education display board in the hall

6. Health & Safety in RE

Where and when required in RE, children will be taught how to use materials, tools and equipment correctly and safely in accordance with the schools' overall Health and Safety policy. If and when attending trips and visits within RE, children will be made aware of any special requirements needed to keep them safe or to show respect and understanding towards important parts of a religious (for example lunch requirements when visiting places of worship on the Faith tour).

7. Assessment, Recording & Reporting of Religious Education

Teachers observe children in RE lessons and make assessments on the children's progress of knowledge. Teachers report their feedback in the moment and during the lessons, this is through verbal or written feedback, as is appropriate to the task set. This then informs future planning and allows teachers to note any areas of interest. Teachers then report on this formally on SONAR and in reports annually, linking children's successes to Robert Peel's Learning Behaviours.

8. Provision in Religious Education

Religious Education makes a significant contribution to educational provision, particularly in its focus on promoting respect for all and an understanding of the wider world. RE provides many opportunities for teaching and learning to challenge stereotypical views and to appreciate differences positively. In RE, children are given a safe space to share their views, as well as reflect on events happening in their lives or on a more global scale. Where this happens, discussion and any learning points may be scaffolded by adults to ensure the focus is appropriate to the year group and in a language appropriate way. As RE can be highly discussion based, it gives those who may find articulating their thoughts and ideas through writing the opportunities to verbalise and contribute more confidently

RE gives children a chance to show their understanding in a range of different ways, enabling all children the opportunities to contribute and share their personal views and understanding. This may be through:

- Written task
- Whole class discussion or debates
- Drama based activities
- Exploration and investigative lessons
- Real world trips and visits

To support children's learning further, children have access to word mats, resource and word banks and in class (as well as whole school) wall displays. Children are also actively encouraged to share and discuss with talk partners and their tables through adult/children conversations.