

# Subject Policy

## Religious Education

**INTENT:** At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our RE curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our RE curriculum, we aim for children to:

- To develop an awareness of their own unique value and that of others in the context of the school, their family and the community;
- To develop knowledge and understanding of Christian belief, practices and values, including an awareness of God and the significance of Jesus Christ;
- To explore and to develop their own spirituality;
- To appreciate the ways in which religion is conveyed in story, myth, art and music;
- To be introduced to the richness and diversity of other major religious traditions;
- To recognise the rights of others to hold beliefs different from their own.
- To foster an ethos that extends to all aspects of the school and beyond the classroom including behaviour, manners, discipline and in the best traditions of Christian loving kindness.

Our RE curriculum has been tailored to our school's individual context. For example, owing to our Anglican church denomination, there is a heavier emphasis upon learning related to Christianity.

Furthermore, the following concepts run through the curriculum – beliefs, way of life, places of worship, traditions/celebrations/festivities, prophets/holy people and holy texts. By ensuring that these concepts are covered within each unit, we are able to ensure that children are able to compare and contrast the similarities and differences between religions and denominations.

In planning our curriculum, special consideration has been given to the time of year concepts are taught (e.g. 'Jesus' last week' is covered in the lead-up to Easter) and the concurrent themes that are being learnt in collective worship.

In every unit, students are asked to consider questions relating to their own personal spirituality. These are included on our RE knowledge organisers.

### **IMPLEMENTATION:**

RE is ordinarily taught once per week (generally for an hour), however it is sometimes taught in intensive 'blocks' over the course of a half term (with another subject, e.g. Art/Design, being taught intensively in the

preceding/following term). This approach can allow for greater depth of study, and increased opportunities to build schemata.

As a base for teachers planning, the Essex ExploRE schemes of work and lesson plans are used to underpin unit structure, curriculum structure, however staff have the flexibility to adjust these schemes in order to best meet the interests and needs of their class. Cross-curricular links, in addition to the rich diet of texts that children are exposed to throughout the curriculum, ensure that children's knowledge of religious concepts is enhanced.

Knowledge organisers are provided to children and their families at the start of each unit, outlining the key knowledge that the children will be learning about throughout their study. This allows families to support children's learning from home throughout RE units.

### **IMPACT:**

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Some form of independent, extended piece of work is completed by children at the end of each unit (ordinarily an extended piece of writing, a presentation, or a test) in order for children to demonstrate their understanding of the knowledge covered. Children also record what they have learned comparative to their starting points at the end of every topic. The Headteacher meets with selected groups of children from each class to ascertain the RE knowledge that they have developed over the course of the term.