

# Great Orton Primary School



## RE Policy

Issue number	Author / Owner	Date Written	Approved by Governors
1	Rachael Cuzick	January 2023	
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3	Rachael Cuzick	November 2023	
4	Rachael Cuzick	Updated Dec 2024	8/1/2025

## Intent

The aim of RE teaching at Great Orton is to stimulate the children's interest and understanding of the different members of our community and the wider community. We aim to provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging of many different religions and worldviews. We aim to teach pupils to develop respect for others, including people with different faiths and beliefs, helping to challenge prejudices. This in turn will help prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. We hope that our approach encourages empathy, generosity and compassion.

## Implementation

In order for children to develop a coherent knowledge and understanding of R.E. we use a disciplinary approach and suggested in the Cumbrian SACRE. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

### **R.E. National Curriculum Aims**

<b>Adopt an enquiry- based approach-</b> as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
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<b>Provoke challenging questions</b> about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
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<b>Encourage pupils to explore their own beliefs</b> (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
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<b>Enable pupils to build their sense of identity and belonging</b> , which helps them flourish within their communities and as citizens in a diverse society
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<b>Teach pupils to develop respect for others</b> , including people with different faiths and beliefs, and helps to challenge prejudice.
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<b>Prompt pupils to consider their responsibilities to themselves and to others</b> , and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
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<b>Develop a sense of awe, wonder and mystery.</b>
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<b>Nurture children's own spiritual development.</b>
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These aims are met through our approach to imparting knowledge, skills and enquiry.

## The Curriculum for RE

R.E. is a broad and varied subject which spans the whole world and the entire human timeline. In order to make sense of this and bring cohesion, we use a disciplinary approach. This approach has been designed to simplify the subject by providing a small number of lenses through which different topics can be viewed. By looking at all R.E. topics through these same lenses, children will develop a strong understanding of those concepts and be able to compare and contrast different people, beliefs and cultures; they will have a balanced curriculum. This curriculum will allow them to undertake in well informed conversations. The disciplinary approach looks like this:

### What do we mean by a disciplinary approach to RE?

RE as a curriculum subject is not a single discipline; it is rooted in a range of disciplinary approaches. We need to know which disciplines it draws on in order to understand the object of investigation and the research methods to employ in RE. This ensures that content chosen for RE is appropriate and established within academic traditions and that pupils use and develop a range of subject-specific skills. A discipline is understood to have:

- A body of knowledge founded on core concepts and theories
- An intellectual history/tradition which is manifested institutionally through higher education
- An object of research which might be shared across disciplines
- Specific terminology and language to define and explain concepts
- Research methods and modes of enquiry according to its specific requirements
- A specific stance towards the nature of reality (i.e. views the world through a particular lens)
- Particular grounds upon which valid truth claims are made/ways of validating knowledge (epistemology)
- A group of intellectual followers (academics) who conduct new research in that discipline and bring changes to it over time

In this syllabus RE is rooted in the disciplinary approaches of theology, philosophy and human sciences recontextualised for schools in the following ways:

Theology	Philosophy	Human Sciences
We have called this <b>thinking through believing</b> . It is about asking questions that believers would ask. It requires pupils to think like researchers and to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.	We have called this <b>thinking through thinking</b> . It is about asking big questions that thinkers would ask. It requires pupils to think like philosophers and to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.	We have called this <b>thinking through living</b> . It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human or social scientists to look at concepts through a human science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.
<b>Examples of curriculum approaches include:</b> Exploration and interpretation of texts, traditions, concepts and stories e.g. Cumbria SACRE Buried Treasure Project. Use of film, images, artefacts, rituals and text books Visits to places of worship and other places of interest either virtually or in-person. Visits from religious leaders and faith representatives Independent and/or class research. Sensory and creative experiences.	<b>Examples of curriculum approaches include:</b> Community of Enquiry - Philosophy for Children (P4C), including reasoning and meaning making exercises Discussions and debate. Encountering and exploring the thinking of religious and non-religious philosophers through books, video or independent/class research (KS2+). Engaging with different views about the nature of knowledge, meaning and existence. Introducing ethical theory (KS2+). Encountering and exploring theories of knowledge, philosophy of religion & ethical theory from different religious and non-religious perspectives (KS3+).	<b>Examples of curriculum approaches include:</b> Independent and/or class research Visits to places of interest either virtually or in-person. Encountering visitors with lived experience of religious and non-religious worldviews e.g. Cumbria Virtual Voices in Religious Education (VVRE) Project. Engaging with public research around religion and worldviews e.g. Census 2021, Cumbria secondary Student Census on religion and worldviews. Video case studies showing local and global diversity in the study of religious or non-religious worldviews.

These disciplines are introduced gradually in Key Stage 1 and are then used in each topic thereafter. By the end of Year 6, children will have built up a large bank of historical knowledge and the structure to clarify their thinking.

### Enquiry Approach

Each topic of the R.E. Curriculum is guided by a Topic Question. Teachers will impart the knowledge and skills needed for the children to answer this question. Most lessons are also based around a question. Teachers focus learning on answering this question. This enquiry approach has two benefits – it trains children to think like a historian and helps to focus learners on the key points.

### Local Perspective

Reference is made to the local area where appropriate in R.E. One of our aims in R.E. is to help children to understand why life is the way it is. Why is our culture the way it is? Has our country or local area been different and why did it change?

Including a local perspective in our R.E. topics where possible or appropriate allows for increased interest and the potential for a meaningful hidden curriculum.

A local perspective often gives rise to primary sources and resources.

### **Impact**

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.

- They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.
- They will have an informed awareness of the world and a sense of what they can achieve in it.
- Children will demonstrate 'Inspired Home Learning'

#### **RE specific impact:**

- Children will be able to evaluate, compare and contrast
- Children will be able to organise their own enquiries and communicate fact and opinion clearly using a range of precise technical vocabulary.
- Children will have a broad knowledge of religion and our wider community.
- Pupils will develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Pupils will consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

## Adaptive Teaching and SEND

All children are included in the R.E. curriculum, and this can be facilitated in a number of ways. Much of this support is shared with other subjects and constitutes good inclusion practice in school. Teachers will pay close attention to the arrangement of visitors and visitors. We believe that visitors can add value to the teaching and delivery of RE because of their expertise, such as a religious leader. Any visitors who come into school to assist with the delivery of RE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.


Types of support	Example
Resources	Differentiated texts, practical resources, aided language displays, videos, social stories
Visits	Ensure that all children can go on visits and take part in activities without being excluded by disability, ASD, medical condition
Outcome	Outcomes could be written, verbal, drawn, acted, produced with aid of technology
Support	Peer, Teaching Assistant, Teacher, technology support

## E-Safety

During the course of RE lessons, children may require the use of ICT to support their learning. For example, they may use the computers/ipads to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the E-Safety Policy and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees/reads something offensive or disturbing, they should switch off their monitor or close the netbook/ipad and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

## Assessment, Record Keeping, Reporting and Monitoring

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

	<b>Skills</b>	<b>Key Learning</b>				
	Explain beliefs and teachings about justice from Christian and Muslim texts.	Both Christian and Islamic relief raise money within their community, but send it on whoever is in need.				
	Compare and contrast Christian and Islamic beliefs.	Christian teachings of Jesus and Paul on values and justice and their messages for Christians today.				
	Describe clearly examples of the impact of charitable work in the world today.	Muslim teachings in the Quran and Hadith: Muhammad overcomes hatred with kindness.				
<b>Engagement</b>	Evaluate the impact of the charities on the world.	Both charities work in areas such as medical, educational, agricultural, emergency relief and conflict resolution.				
	Raise questions about charity, justice and the impact of religion, suggesting answers.	Christian and Islamic relief do not prioritise trying to convert people to their religion, but work together in an interfaith fashion, co-operating.				
	Below      Above	Below      Above				
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At the end of each topic teachers complete a form that shows which children have not met the standard, which have exceeded, and which children have shown specific interest or gone 'above and beyond'.

## Roles and Responsibilities of the Subject Leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of RE teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan,
- to attend relevant INSET training and feedback to staff;
- to review regularly the contribution made by RE to a meaningful curriculum.

## Appendix A – Long Term Plan

### RE – LTP Great Orton Primary School New

EYFS and KS1 3 Year Programme						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A  *Started Jan 23	Introduction to RE, what is God and what does it mean to believe?	Why do Christians celebrate Harvest?	QRE: Jesus: What made Jesus special?	QRE 1.5 Easter: What do you think is the most important part of the Easter story?	Introducing Hindu Dharma	Who made the world?
Year B	How do Christians show they are thankful at Harvest?	Why do Christians give gifts at Christmas and what are the messages of Christmas?	QRE 2.4 – Easter: How do symbols help us understand the Easter story?	Who celebrates what, how and where in Cumbria?  (Judaism, Hindu Dharma & Christian focus)	Introducing Judaism	QRE 1.7 Baptism: Why is baptism special?
Year C	How do festivals and celebrations bring people together?  (Judaism, Hindu Dharma & Christian focus)	What do Christians believe God is like?	Why do Christians put a cross in the Easter Garden? Understanding Christianity (Salvation)	Introducing Buddhism	QRE EYFS 3 Special People: Why do Christians believe Jesus is special?	Questions that puzzle us

	Year 1 Topic
	Year 2 Topic

KS2 2 Year Programme (LKS2/UPKS2)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A – Y3/4	QRE 3.6 - Harvest: How do people of faith say thank you to God for the Harvest?	QRE 4.2 – Christmas: Why is Jesus described as the light of the world?	What is it like to be Hindu – Community, Worship, Celebration	QRE 4.4 – Easter: A story of betrayal or trust?	QRE 3.5 – Rules for living: Which rules should we follow?	What is it like to be Jewish – Family, Synagogue, Torah
Year B – Y3/4	An enquiry into visiting places of worship (Judaism, Hindu Dharma, Buddhism & Christian focus)	QRE 3.2 – Christmas: How does the presence of Jesus impact of people's lives?	QRE 4.1 – David and the Psalms: What values do you consider to be important?	QRE 3.1 Called by God: What does it mean to be called by God for Jews, Hindus and Christians?	What is it like to be a Buddhist in Cumbria?	QRE 4.5 – The Church: Are all churches the same?
Year A – Y5/6	What are religions and world views?	QRE 5.2 Christmas: How do our celebrations reflect the true meaning of Christmas?	Can religions help when times are hard? (Judaism, Hindu Dharma, Buddhism, & Christian focus)	QRE 5.4 – Easter: Why do Christians believe that Easter is a celebration of victory?	How and why might religion bring peace and conflict? (Judaism, Hindu Dharma, Buddhism & Christian focus)	QRE 6.1 – Life is a journey: Is every person's journey the same?
Year B – Y5/6	What will make Cumbria a more respectful community?	QRE 6.2 – Advent: How do Christians prepare for Christmas?	Why do Hindus want to be good?	QRE 5.3 Jesus: Why do Christians believe Jesus was a great teacher?	Hindu, Jewish and Buddhist prayer – what, where, how, when, why	QRE 6.7 – People of Faith: How does having faith affect people's lives?

	Year 3 Topic
	Year 4 Topic
	Year 5 Topic
	Year 6 Topic

**QRE – these are topics that use planning from Questful RE**

## Appendix B – Example of differentiation on MTP

Week/Objective/ Syllabus Links	Outline of lesson	Differentiation
<p>1</p> <p>Children will: Find out what special times are celebrated and talk about how celebrations happen</p> <p>A1, C1</p> <p>ELG: People, Culture and Communities</p>	<p>Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother's Day, a 'spent' firework. A 'Celebrations Box'.</p> <ul style="list-style-type: none"> <li>• Pass the box round for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts to?</li> <li>• Explore feelings about celebrations. Use a 'Feelings Box' containing 'feelings' words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Do they link up with any of the things in the celebration box?</li> <li>• Talking about some well-known celebrations – birthday, Christmas, Diwali and others – is good, but will be developed more fully later in the unit.</li> <li>• Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Diwali celebration? (Can be done on whiteboards show and tell)</li> </ul> <p>Discussion and pictures for book. Children list some of the festivals. Can they link the festivals to any religions?</p>	<p><b>EYFS:</b></p> <p>Discussion and pictures for book. Have key vocabulary displayed/emotions cards ready if needed.</p>
		<p><b>Y1:</b></p> <p>Discussion and pictures for book. Children list some of the festivals.</p>

## Appendix C – EYFS

### Progression of R.E. Knowledge and Skills

#### EYFS: Understanding the World

##### Development Matters

##### Reception:

- Build constructive & respectful relationships
- Express their feelings and the feelings of others
- Show resilience and perseverance
- Be tolerant of others
- Listen to and talk about stories to build familiarity and understanding.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

##### ELG

##### People & Places

- 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.

##### Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.



### How this achieved in EYFS

- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community? - What can we do?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Looking at RE through Art.
- Role playing stories e.g Easter
- Music and songs

### Knowledge: By the end of EYFS the children will know...

Knowledge:

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.
- Jesus loves everyone so much that he even knows the number of hairs on someone's head.
- Salvation – I know that...
- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

### Vocabulary:

Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, Incarnation, Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, Saviour, Herod, World, Salvation, Jesus, Cross, Disciples, Donkey, Hosanna, Palm leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan.

Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.