



Great Meols
Primary School



Religious Education (RE) Policy

“All religions try to benefit people, with the same basic message of the need for love and compassion, for justice and honesty, for contentment.” Dalai Lama

Intent

Through our RE curriculum pupils will develop –

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.
- A deep understanding of challenging concepts known as 'Golden Threads'. The Golden Threads for RE are -

| | | | | |
|--------|----------|-------------|------------|---------|
| Belief | Festival | Incarnation | Pilgrimage | Prayer |
| Ritual | Sacred | Symbolism | Tradition | Worship |

The detailed intent of the RE curriculum is outlined in the following documents found on our school website –

- RE Progression Map
- RE Whole School Long Term Plan
- Knowledge Organisers
- GMPS EYFS subject overview

Implementation

EYFS

Children may begin to explore the world of religion in terms of special people, books, times, places and objects. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Years 1 to 6

- Through Years 1 to 6 children are taught to use a variety of source materials and to use writing, reading, discussion, diagrams, photographs, artefacts and technology to develop and share their ideas and understanding.
- Staff plan their own medium term plans with the help of quality resources from websites such as RE Online and the Chris Quigley milestones.
- A RE exercise book is used for children in key stage 2 to record their learning and to provide the opportunity for children to review and revisit their ideas. In key stage 1, each class has a RE floor book to record their learning.
- RE lessons help children build up an understanding religious beliefs are put into action in the local community and the wider World.
- At the beginning of each topic, a knowledge organiser is stuck into their books. This knowledge is revisited regularly. The knowledge organiser contains the 'sticky knowledge' which is to be retained by pupils.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build RE schema by making connections across different religions.
- At the end of a unit of work, children then use this accumulative knowledge to produce a 'double page spread' to display the knowledge that they have retained from the topic.

Impact

- The subject leader is responsible for reporting on standards in RE across the school to the governing body.
- We measure progress in RE by assessing whether pupils know more, remember more and are able to do more. This is done through low stakes quizzing against the knowledge organiser and the double page spread.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Progress and achievement in RE are passed on to parents and carers at open evenings and in the annual report.

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