



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

2. Rationale

At Priory, our aim is to equip our pupils for the future by making sure they are prepared for a world beyond school. RE teaches an understanding and respect of the different religions of the world. RE Key Knowledge Points and British Values teach pupils to show respect and understanding for others and to appreciate that we have different views. We expect that they will appreciate and demonstrate an interest in others, using their voices to question and react to any extremism they encounter in today's society.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. (Stoke-on-Trent Agreed Syllabus for RE 2021-2026)

Religious Education is also important in our school because it contributes to other areas of education and human experience with particular links to PSHCE. (Aesthetic, environmental, ethical, political, social, and spiritual). RE helps to promote the children's spiritual, moral, mental, social & cultural development.

3. Aims and Objectives

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- To enable pupils to learn about other major religions and non-religions, their impact on culture and politics, art and history and on the lives of their adherents.
- To develop understanding of religious faith as the search for and expression of truth.
- To contribute to the development of pupils own spiritual/philosophical convictions, exploring and enhancing their own faith and beliefs.

Statutory Obligations

- The RE curriculum 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Education Act 1996 section 375
- RE must be provided for all registered pupils in state-funded schools in England

Priory CE Primary School: Policy on Religious Education

- The school bases its RE provision on the Stoke on Trent Agreed Syllabus.
- The RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes.
- Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.
- Parents are informed of events, Church celebrations for example, through school letters and dojo. Year groups invite parents to special celebrations like the year 1 Christening and art days to help engagement.
- RE is a discreet subject but links are made with the creative curriculum when appropriate.

4. Teaching and Learning

The teaching of RE in school is based on the Stoke-on-Trent Agreed Syllabus. Although RE is often taught as a discrete subject, children will also explore RE through our Creative Curriculum. As such, stimulating lessons are planned, which include visits from our vicar, visits to places of worship including our local Church – St. Matthias, use of artefacts, ICT for research, model-making, drama, music, art & cooking.

A minimum allocation of 5% of curriculum time is required to appropriately deliver the agreed syllabus throughout the year. This can be a mix of weekly provision and more flexible provision allowing for an afternoon, day and so on - however the programme of study required by the agreed syllabus must be covered and the time table is clear.

For planning see units of study, showing Phases, Programmes of Study and expected skills and coverage in the Stoke-on-Trent Agreed Syllabus for Religious Education 2021 - 2026. Prepared planning produced by Advisors to Stoke on Trent and Understanding Christianity units can be found on the school curriculum site.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills (gifted and talented)

6. Resources

Resources are stored in the storeroom found in the year 2 corridor. The books and artefacts cover the main religions covered by the syllabus and are grouped accordingly. Staff also use IT resources recommended by the RE lead and other staff members. All staff can access the NATRE website for subject knowledge and resources. Wish lists are sent to staff to address any gaps.

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. The ELG's most pertinent to RE are Building Relationships and 'People, Culture and Communities'.

In Nursery RE is embedded in teaching the children about similarities and differences between themselves and others, and among families, communities and traditions under the heading People, Culture and Communities.

In Reception, RE is taught exclusively as a subject and follows the Stoke-on-Trent Syllabus. Reception's long term plan is set out and links to that of the rest of the school, and are the key blocks on which RE at Priory is built.

Children are taught to respect and appreciate each other and demonstrate an interest in the lives and beliefs of others. This can be achieved through enjoying celebrations, sharing experiences and links with the local community and faith groups. Evidence is gathered through observations and children's comments and collated in their Learning Journey books and RE Class Big Books.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children's skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and Present <p>Expressive arts and design</p>

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| | <ul style="list-style-type: none">• Creating with Materials.• Being Imaginative & Expressive |
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8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Religious Education. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- PSHCE

Policy Author: Kerry Hague

Date of Review: February 2023

