



Religious Education POLICY 2026-2027

R.E Subject Leader: Mrs S Brook

Curriculum Intent Statement

At Owston Park Primary Academy, we provide a bespoke, knowledge-rich curriculum with the purpose of increasing the quantity and quality of what our children know, enabling them to develop a wealth of knowledge and cultural capital to draw upon and build upon throughout their lives. We believe that children need to see how what they are learning is connected to a body of greater knowledge and that knowledge across those bodies is interchangeable.

Children need to understand about concepts, and how these concepts inter-relate. Curriculum literacy requires understanding of the meaning, use and justification of curriculum concepts through respecting individual subject traditions. We have created a curriculum based on distributed practise and regular testing which provides coherence and helps knowledge to move into long-term memory, to become declarative and procedural. Through its structure, defined by details not by titles, children are supported to navigate their way through a meaningful, inter-related curriculum rather than one which is random, based on tenuous skills progressions. Our curriculum is about addressing social injustice so that our children leave us with a love of locality, happiness, dignity and strong emotional literacy. They will leave us with the keys to unlock the powers of the powerful. The national curriculum 'provides children with an introduction to essential knowledge that they need to be educated citizens.' It introduces pupils to the best that has been thought, said and done and helps engender and appreciation of human creativity and achievement. At Owston Park we are keen also to emphasise to children the way in which 'the best that has been thought and said and done' impacts upon their own life, today, living in North Doncaster. We have a clear idea of what knowledge, words and concepts we want children to learn in each subject. Crucially we also know where the 'horizontal' and 'vertical' links are. Vertical links are those links WITHIN a subject year to year (the concept of 'empire' for example, or 'warfare' or 'colonisation'). Horizontal links are those links ACROSS subjects within a year group (such as linking the study of Romans with a study of Christianity, the concept of settlements, the design of villages, the concept of leadership, Roman artwork etc.). The impact of our curriculum will be seen not only in measurable attainment and progress, but in that Owston Park Primary Academy's students are confident, enthusiastic and curious young people, who are equipped with the knowledge and skills they need to live a purposeful and fulfilling life.

Curriculum Themes

Knowledge Rich  The basis of our curriculum is powerful knowledge – by teaching ‘the best that has been thought, said and done’, we open up our children’s minds, ignite their curiosity and engender an appreciation of human creativity and achievement. Key knowledge for each subject has been carefully considered by subject leaders alongside class teachers, and is codified in our bespoke Knowledge Organisers.	Evidence based  Our cumulative approach is rooted in neuroscience and educational research. We use regular retrieval practise to help to commit key knowledge to children’s long term memory. ‘Memory is the residue of thought’ – the more we think about something, the more likely we are to remember it. Our assessment reflects this, measuring the knowledge which children retain, so we can be confident that they’ve truly learnt it.	Cumulative and coherently sequenced  Children learn explicitly planned interconnected webs of carefully sequenced and discretely taught conceptual knowledge, which are revisited in subsequent contexts enabling children to build up networks of connected information as schema. Discretely teaching conceptual knowledge means it becomes easier for children to add new information to existing schema, as new knowledge ‘sticks’ to prior knowledge.	Depth for all  All children receive quality first teaching. Content is not differentiated, so no knowledge is out of bounds for any child, because every student has an entitlement to access powerful knowledge which opens the door to a world beyond our own individual experiences. New information is introduced in small steps, with lots of modelling and scaffolding, enabling children to build confidence. The culture at Owston Park celebrates mistakes and uses them as a teaching point.
Vocabulary Rich  Vocabulary is explicitly planned for and taught within each unit. Vocabulary is the key to unlocking and understanding the knowledge. Discussion and structured learning conversations are a key feature of wider curriculum lessons.	Enrichment  Our topics provide the opportunity to bridge our children’s cultural capital deficit through enrichment – educational visits, visitors into school and topic launches. The substance of the knowledge taught inspires awe and wonder.	Community and Identity  Our curriculum is built on meaningful local links to encourage our children to celebrate our rich heritage. Parents are invited in at least once per term for topic landings to celebrate children’s learning.	Core skills developed  Topics are underpinned by a key text which draws upon and builds schema to help contextualise the key knowledge which children have learnt. Opportunities for extended writing are built into the curriculum. There are high expectations of core skills across the curriculum.

Religious Education Intent, Implementation and Impact

Intent	Implementation	Impact
To articulate with confidence, their ideas about religion, beliefs and spirituality. NC link: to share their opinions on things that matter to them and explain their views	• An introduction to the RE drop down day will hook children in to their learning, ensuring that R.E. is engaging and the children understand the relevance of what they're learning. • A wide variety of enriching teaching approaches and resources are encouraged, e.g. through a combination of teacher led and inquiry lessons, role play, learning through storytelling, debates, use of religious artefacts and celebration/recognition of key religious events such as Easter and Eid. The classroom environment is inviting and displays information relevant to children's learning of R.E., e.g. posters, vocabulary, artefacts, good examples of work and timelines.	Children will enjoy learning about R.E. and be excited to learn. Children will achieve age related expectations in R.E. Children will retain knowledge about relevant information. Children will be enthused to find out more about R.E., which could include independently undertaking wider reading and research around a topic. Children can discuss their ideas and give valid and respectful reasons to their opinions.

To understand religious and belief systems' commitment to morality and social justice. NC link: to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	• British Values are weaved into our R.E curriculum. • As of 2020, we are undertaking a diversity review to ensure that our curriculum is balanced in its approach and promotes the British value of tolerance. • R.E will give children the opportunity to ask and answer those 'Big Questions' which will help children challenge their ideas and see others' point of view.	Children will have a good understanding of the world beyond their local environment. Children learn to value their own, and other people's cultures in modern multicultural Britain, and by considering other faiths and beliefs, they will develop a sense of tolerance and respect for multiculturalism. Children will feel part of a community and will understand how their community has changed and also remained the same despite many different beliefs.
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To understand and to engage critically with religions and beliefs.	• Our RE curriculum is taught chronologically in order to develop children's understanding of the key concepts, which are visited and revisited throughout children's learning journeys. • R.E. lessons are knowledge rich, and our bespoke curriculum has been carefully designed to provide opportunities for children to revisit and build upon their prior learning, through concepts – these concepts enable children to draw vertical links (learning linking to learning in a prior year group) and horizontal links (learning from other topics or other subjects within their year group). • RE lessons at Owston Park are taught discretely, to ensure children are aware of how the knowledge and skills they are learning fit into the bigger picture of their learning journey. • Vocabulary is explicitly taught in RE to enable children to develop an understanding of key concepts, which are covered in multiple year groups to ensure prior knowledge is being built on and schema is being developed, allowing for deeper conclusions to be drawn and comparisons to be made across the 6 main religions around the world.	Children will retain knowledge about relevant information. Children will be able to draw on prior learning to draw comparisons between different religions they have previously been taught. Children will have a rich vocabulary that they can apply
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To contribute to learners' lives and therefore to their communities and to society.	• Enquiry based questions enable children to learn knowledge which they then apply, rather than just rote learning facts. • Children learn to find evidence through research, debating validity and reliability, and reaching their own conclusions, presenting their point of view succinctly, and by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. • We focus on helping children understand that religious studies can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.	Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Children can show their critical evaluation skills by answering essay style questions at an age-appropriate level (both orally and written). Children access depth tasks.
Develop Core skills	• Religious Education lessons provide opportunities for children to develop core skills - children are encouraged to use their English writing skills to develop their written answers and explain thoroughly their opinions. Children will write at length during religious education lessons. • Children are given feedback on language and literacy skills and expected to correct spelling, punctuation or grammar mistakes in green pen. • Reading is provided as a key source of information in religious education.	Children's religious education work reflects the same high expectations of core subject work. Children are proud of their work – this is reflected in their presentation and the quality of the written work.
To enable all children to receive the same quality of religious education, ensuring that children are supported where support is necessary and that all children are challenged and stretched within their learning.	In religious education, this looks like: • Common tasks which are open-ended and can have a variety of responses; • Setting tasks of increasing difficulty. Not all children complete all tasks, and additional resources are available to scaffold children's learning. • Using classroom assistants to support children individually or in groups. • Children may be taught in small groups for intervention, and vocabulary or key information from knowledge organisers may be pre-taught to specific children for a keep up, not catch-up approach. • Collaborative, group and paired work, which necessitates discussion is used, regularly, wherever possible. Mixed ability groupings, enabling children to learn from their peers and engage in high-quality conversation.	A large proportion of children reach age related expectations in Religious Education. SEN children and children working towards year group expectations feel supported and enjoy history lessons. Data monitoring ensures children are targeted for intervention when not on track. Enrichment opportunities are subsidised for pupil premium and disadvantaged children.

THE FOUNDATION STAGE

In EYFS, we develop positive attitudes about the differences between people. Children are encouraged to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Curiosity is encouraged and questions are through large and small group discussions in within play. We love to celebrate cultural, religious and community events, valuing these experiences.

We understand that some places are special to members of our community. We learn the names and the purpose of places of worship and places of local importance to the community to children. We explore places of worship through non-fiction books, stories and trips to places of local importance to the community. We like to invite visitors from different religious and cultural communities into our classrooms to share their experiences with us. We recognise that people have different beliefs and celebrate special times in different ways.

Throughout the year, opportunities for children to engage with religious and cultural communities and their practices are embedded throughout our exciting, creative curriculum.

Our children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

TIME ALLOCATION

In order to ensure our curriculum is broad and balanced, we teach every subject each term. We understand that time constraints may mean that lessons do not achieve an equal time allocation on a weekly basis, but on a termly basis Religious Education is taught twice. This consists of two full days where only RE is taught, this to ensure the children receive a full coverage of the curriculum and they are fully immersed in the subject. These dates will correlate with specific worldwide religious festivals and events.

PLANNING AND ASSESSMENT

The planning process at Owston Park Primary begins with the national curriculum and our curriculum drivers, to ensure that the topics we teach include the powerful knowledge – the best that has been thought, said and done – and are enhanced by our locality and our own unique heritage. From these, subject leaders alongside class teachers have worked together to develop knowledge organisers, which ensure that the key, powerful knowledge is being taught rather than just ‘doing’ a subject. The knowledge organisers are then considered alongside the skills progressions and conceptual knowledge maps to create a series of coherently sequenced lessons to map out the learning journey for each topic. For Religious Education, the subject leader has created enquiry questions to focus the learning and ensure that the children are developing a good understanding of the past skills rather than just rote learning facts. The Religious Education curriculum is based on a twoyear cycle, where the first year is focused on the knowledge of the religion and the second year is focused on enquiry questions.

Formative assessment is an integral and continuous part of the teaching and learning process at Owston Park Primary and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Planning may be annotated and those who need more support can be identified on plans through use of A.F.L. Findings from these types of assessment are used to inform future planning.

INCLUSION

Our curriculum is planned so that all pupils can take part, enjoy learning and achieve their best, whatever their starting points or needs. We use adaptive teaching to support children with different abilities, interests and needs, making sure that everyone feels included and able to succeed. We celebrate diversity and encourage pupils to respect and learn from each other's differences. By removing barriers and providing the right support, we ensure every child has the opportunity to thrive and develop a love of learning.

DIVERSITY

At Owston Park, we are committed to ensuring that our RE curriculum reflects the diversity of wider society and the world. Children learn about a broad range of religions, worldviews, and spiritual traditions, allowing them to recognise that belief and practice are shaped by many different voices and perspectives. We actively weave diversity through our RE teaching by:

- Exploring the lives, practices, and contributions of people from different faiths, cultures, and social backgrounds.
- Studying both major world religions and non-religious worldviews, highlighting the interconnectedness of belief and human experience.
- Promoting an understanding of how diverse communities have shaped both local and national identity.
- Encouraging pupils to reflect critically on issues such as tolerance, respect, representation, and differing viewpoints.
- Providing opportunities to challenge stereotypes and celebrate the richness of varied faiths and worldviews.

By embedding diversity into our curriculum, we aim to develop pupils' empathy, understanding, and respect—preparing children to become thoughtful, informed, and open-minded individuals in today's multicultural and multi-faith society.

MARKING & FEEDBACK

- Marking should always be focussed on the Learning Objective.
- Children are given opportunities to self-assess their learning against the Learning Challenge where possible, using the metacognition colours familiar to them.
- Feedback should perform 3 purposes; ensure children understand what they have done well; ensure children are clear about how to improve; ensure children make visible signs of improvement.
- Marking should always 'close the gap' and give an improvement suggestion; of which there are 4 types: a challenge prompt, a reminder prompt, a scaffold prompt e.g. a questions or unfinished questions, steps to complete tasks or an example prompt.
- Children to have opportunities to self and peer assess their work, when appropriate. This should be recorded.
- When the arrow icon is shown it indicates what the next step for the child will be or action to complete, either as a consolidation activity or an opportunity to extend learning.
- Wherever possible, the checking or marking of work will be done with the child who will be given the opportunity to ask questions and self-correct.

MONITORING AND SUBJECT LEADERSHIP RESPONSIBILITIES

The subject leader's role is to empower colleagues to teach wider curriculum lessons to a high standard and support wider curriculum subject leaders in the following ways. Their role includes leading, managing, monitoring, motivating, training and guiding colleagues.

- Knowing the curriculum requirements of their subject throughout school and using their knowledge of their subject to create road maps of the learning journey and assist teachers in developing knowledge organisers, ensuring that the content maintains fidelity with the national curriculum.
- Subject leaders monitor medium term plans and work alongside class teachers to ensure that pupils receive full coverage of the National Curriculum.
- Showcasing and raising the profile of their subject throughout school, e.g. through thematic days, displays etc.
- Monitoring their subject through book scrutinies, lesson observations, data analysis and pupil interviews to ensure comprehensive monitoring of wider curriculum subjects and to inform them of the quality of the wider curriculum provision across the school.
- Keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Identifying and acting on subject specific development needs of staff members with support from SLT - books are scrutinised by SLT throughout the term with a compliance check completed half termly and feedback is provided.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

- Providing necessary equipment and maintaining it to a high standard, managing the subject budget effectively.

WIDER CURRICULUM NON-NEGOTIABLES

- Key vocabulary should be displayed within the classroom, as should resources which support key knowledge e.g. timelines, diagrams.
- Learning objectives and titles to be present in children's books. The title should contain a context. The learning challenge should be highlighted in the corresponding colour according to the metacognitive level achieved. The subject symbol to be present in each piece of work.
- Vocabulary should be explicitly taught within the lesson.
- Presentation expectations in wider curriculum lessons to mirror expectations in core subjects.