



# RE Policy

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At Spring Hill Religious Education (RE).... helps children develop beliefs and values and promotes the virtues of respect and empathy in our diverse society.

Our RE Lead is Mrs Irfan

### Intent

Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context. RE nurtures SMSC development and pupils' understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of a range of religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

### Implementation

Our curriculum follows the Lancashire Scheme of work. It is planned and sequenced to develop deep, lasting learning and builds upon prior knowledge, which our children can use today, tomorrow and for the rest of their lives.

During each Key Stage, pupils are taught knowledge, skills and understanding through learning about: festivals such as Christmas, Eid, Hanukah and Easter in EYFS; Judaism, Islam, Hinduism and Christianity through KS1; adding Sikhism in KS2. Each unit of work identifies prior learning and shows how this is built upon.

RE is taught in a block unit within a term to allow suitable links to be made to specific religious festivals taking place or to link in with other topics being taught. Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts.

The following skills are used, in order to strengthen the skills and deepen the understanding and knowledge taught: investigating, reflecting, recalling and retelling, exploring, discussing and empathising. Children can discuss and compare the lives of people they have studied from a variety of different religions.

Attitudes which are fundamental to RE are: curiosity and wonder, commitment, fairness, respect, self-understanding, open-mindedness, critical mindedness and enquiry. These work alongside the SMSC links and British Values implemented within school as a whole.

Assemblies take place across the whole school and in classes; these are delivered by senior leaders, class

teachers and visitors for local faith groups such as the Imam and Vicar.

Visits to places of worship, and visitors representing different religions provide a variety of first-hand experiences for our children, to spark their interest and relate new learning to their own experience.

### Impact

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression.

The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed threshold concepts into their long-term memory and apply them fluently.

### Teaching and Learning in the Early Years

We teach Religious Education in Reception classes as an integral part of the topic work covered during the year. History in reception is taught in-line with EYFS framework. Focusing on people from different cultures increase a child's knowledge and understanding of the world. Reception class also use visitors and practical hands-on resources to bring history alive and develop chronology

### Key Stage One and Two Curriculum

At Spring Hill, we use our own long-term planning in line with the National Curriculum.

Throughout the key stages we teach

- Christianity
- Islam
- Judaism
- Sikhism
- Hinduism
- Buddhism

### Religious Events

Children take part in assemblies, sharing activities and new learning related to their RE teaching. Children take part.

### Resources

The following resources are available to aid the teaching of history at Spring Hill School Primary School;

- Long term history document.
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### Assessment

Teacher assessment during the delivery of lessons and flashback power points. At the end of every unit, children will complete the assessment as outline in the assessment overview. This data is then analysed by the subject leader.

### Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally more able. All resources/materials have been reviewed in line with understanding of protected characteristics. Pupils will be encouraged to value social and cultural diversity through historical experiences. They will listen to, and participate in, a variety of experiences in a positive

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and constructive way.

### Inclusion

We recognise that in all classes, children have a wide range of historical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, depending on the ability of the child;
- use of adults to support the work of individuals or groups of children.

### Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

### Role of the Subject Leader

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in history and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in history;
- reviews the success of the history curriculum and reviews evidence of children's work;