



Spindle Point Primary School RE Policy

Intent

Rationale

Our primary school curriculum works alongside the SACRE RE Bolton Agreed Syllabus 2025-2030 it aims to challenge children to learn about a range of religious and non-religious worldviews whilst also considering the big questions of life. It enables pupils to gain the knowledge and cultural capital they need to succeed in life and engage in wider society. Christianity units will also use the Understanding Christianity resource as promoted in the syllabus. The syllabus aims to enable pupils to develop a clearer understanding of their own values and beliefs while respecting those of others. At Spindle Point, we believe that religious education should make a significant contribution to the school's ethos through the encouragement of positive caring attitudes towards others in our school, our wider community and the wider world. Religious education contributes significantly to the British Values and PSHE agenda encouraging children to develop evaluation and critical thinking skills.

Objectives and learning pupil intentions

To make sense of a range of religious and non-religious beliefs.

To understand the impact and significance of religious and non-religious beliefs.

To make connections between religious and non-religious beliefs, concepts, practices and ideas studied

To answer key questions and provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.

To develop pupils' knowledge and understanding of Christianity and explore core concepts in a spiral curriculum that builds upon children's prior knowledge from Foundation to the end of Key Stage 2.

Encourage pupils to explore their own beliefs (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.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

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.

Encourage empathy, generosity and compassion. Develop a sense of awe, wonder and mystery. Nurture children's own spiritual development.

Expose students to a variety of learning experiences such as visits, use of artifacts and the arts to promote character-building qualities that will lead to creating well-rounded, global citizens.

Implementation

In the Foundation Stage, RE can make a significant contribution across all seven areas of learning however; it has particularly strong links with Personal, Social and Emotional Development and Knowledge and Understanding of the World. In Nursery, children will gain hands-on activities to develop their understanding of different cultures and religions. This will be promoted through activities such as; stories, role-play, eating and tasting festival food, listening to music and creative play.

In Reception, children will encounter Christianity and the opportunity to explore Hinduism, Judaism and Islam as part of their growing sense of sense, community and their place within it. At Spindle Point, the children in Reception will look at the following six units during the year.

Autumn 1- Being special. Where do we belong?

Autumn 2 - Why do Christians perform Nativity Plays at Christmas?

Spring 1 - What times /stories are special and why?

Spring 2- Why do Christians put a cross in an Easter garden?

Summer 1 - Why is the word God so important to Christians?

Summer 2 - What places are special and why?

In Key Stage 1, pupils will be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews. In lower and upper key stage 2 ,Christianity, Islam, Judaism, Hinduism and world views are explored deeper within this spiral curriculum. In upper key stage 2 Science and creation and humanism extend children's knowledge further. Christianity units will be supported by the use of the RE resource Understanding Christianity. This approach explores core concepts and the 'big story' of the Bible. These core concepts fit into a spiral curriculum whereby concepts are explored through a key question and are revisited and explored in more depth as children move through school.

Religious education at Spindle Point Primary School enables children to have the opportunity to read stories, study artefacts and respond to material in a variety of ways. This may be through: poems, stories, to report on organised visits and events, art work, design and technology, music, drama, speaking and listening, displays and in the personal behaviour of the children themselves.

Outcomes

Children will enjoy learning about the religious beliefs of others and learn to respect them while beginning to develop their own spiritual awareness and values. Adults will establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times.

Impact

In using the Bolton Agreed Syllabus, the children will develop knowledge within a spiral curriculum that will be built upon from Foundation to the end of Key Stage 2. Core concepts will be revisited and explored in more depth as pupils move through the school. The children at Spindle Point School will learn about world religions and understand why people choose, or choose not to follow a religion. Through their R.E. learning, the children will be able to make links between their own lives and those of others in their community and in the wider world. Through R.E.our, children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever-changing world.

Assessment

We use assessment as a way of informing future teaching, providing summative assessments and informing parents. It includes written work, observations, discussions and questioning. At the start of each lesson the children take part in a flashback four question and answer session that looks at the knowledge held by children from past lessons during the term, year and past year group to embed understanding. At the end of each half term the children also take part in a vocabulary assessment activity that enables teachers to assess children's development. Each year group has a class tracker, which is used to assess whether pupils are working above, below or at expected levels to achieve the end of year expectations. Religious education in the Foundation Stage is assessed against Understanding of the World.

Reporting to Parents

Throughout the year, parents have the opportunity to look at pupil's books and class learning journeys to see RE in progress. Parents have the opportunity to meet with class teachers during two parent's evenings during the year. The end of year report will include an overall judgement about their child's attainment and progress in RE.

Monitoring and Evaluation

The RE co-ordinator will monitor the delivery of RE closely throughout the year through lesson observations and pupil voice interviews. The co-ordinator will also look at pupil's books, class learning journals and teacher assessments. Staff are also able to identify training needs as part of their performance management cycle.