

**RE Policy**

RE at Grange is designed to enable children to learn from religions and world views about different ways of life. They discover, explore, and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights about their own and others’ lives. They think rigorously, creatively, imaginatively, and respectfully about their ideas in relation to religion and world views.

**Aims (Intent)**

Living

Children today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious world views and, at Grange, we endeavour to ensure pupils understand the importance of being able to live and work well with people with very different outlooks from their own.

RE at Grange is designed to provide a safe space to discuss, experience and respond well to difference – a space where pupils can engage with controversial issues and learn to disagree respectfully with each other. This can play a key role in fostering good relationships between different groups within the school and in later adult life.

Learning

At Grange, we believe that RE needs to be more than learning ‘facts’ about a series of institutional world views. It is about understanding the human quest for meaning, being prepared for life in a diverse world and having space to reﬂect on one’s own religious or non-religious world view.

All pupils need to acquire core knowledge and understanding of the beliefs and practices of the religions and other world views, which not only shape their history and culture, but which guide their own development. We know the importance of our pupils being confident in their own beliefs and values that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.

Laughing

Celebrating and sharing different beliefs and cultures is at the forefront of the Grange RE curriculum in collaboration with our local and wider community. Children have the opportunity to bring their learning to life through experience days, trips, use of the imagination station and immersive weeks. These experiences are designed to instil the love of learning and prevent a narrowing of our curriculum whilst embedding knowledge and skills across all learning.

**Teaching and Learning**

At Grange, we use the Derbyshire and Derby Agreed Syllabus of Religious Education 2020-2025 as a basis for our planning. This ensures all National Curriculum requirements are fully covered. The RE curriculum is based around three aims to ensure that all pupils can:

1) Know about and understand a range of religions and world views;

2) Express ideas and insights about the nature, significance and impact of religions and world views;

3) Gain and deploy the skills needed to engage seriously with religions and world views.

These three aims form the basis of the end of key stage outcomes and the progressive learning outcomes in each unit of study. Progression is also ensured within a key stage by revisiting previous units, giving the children opportunity to retrieve learning and building on that prior knowledge. The curriculum is designed to contain ‘collectively enough’ substantive knowledge to enable pupils to recognise the diverse and changing religious and non-religious traditions of the world. The sequencing of the curriculum is structured to help pupils integrate new knowledge into their existing knowledge and make enduring connections between content, ideas and concepts.

The syllabus is based around a key question approach. Outcomes are fixed but approaches to teaching and learning are flexible based on the needs of the class. However, all lessons ensure that pupils are engaged through challenging and interesting activities and enquiry-based learning.

**Implementation**

We recognize that in all classes, children have a wide range of ability, and we seek to provide suitable learning opportunities for all children, taking into account their individual learning styles. We challenge all pupils and provide the scaffolding they need to succeed. The links between topics, units and other subjects are articulated throughout the children’s learning to help them embed prior knowledge and support retention.

All lessons start with a question which children then explore. They are encouraged to make sense of their own beliefs and place them within the context of other religious and world views. Lessons are designed to provide pupils with an opportunity to develop a range of speciﬁc and transferable skills. These skills include analysing a range of primary and secondary sources, understanding symbolic language, using technical terminology effectively, interpreting meaning and signiﬁcance, empathy, respectful critique of beliefs and positions, recognising bias and stereotypes and representing views other than one’s own with accuracy.

**EYFS**

The teaching of RE in EYFS is taught through Understanding the World.

Through People, Culture and Communities, children develop many skills that link to their early understanding of RE. Children encounter Christianity and other faiths, as part of their growing sense of self, their own community, and their place within it.

**Assessment (Impact)**

Pupils have multiple opportunities to show their understanding during units of work. This includes oral and written outcomes as well as teacher-based assessment. Teachers will assess a pupil’s understanding at the end of the topic based on the key learning outcomes specified in the agreed syllabus. Pupils that are identified as emerging will supported in future lessons to address any misconceptions which could impact future learning.

EYFS

Upon entry to school, children are observed and assessed using statements from the Development Matters to form the baseline assessment which takes place within the first half term of school.

During the school day, the EYFS are constantly assessing using the online tool, Tapestry. Evidence of learning and observations are recorded to generate a child-specific learning journey.

During the year, the children are summatively assessed four times; summative judgements are uploaded on to data trackers where data is analysed and children in need of extra support or challenge are identified.

**Home/ Community**

At Grange, we recognise the importance of the home and wider community in supporting children’s learning. Children are given the opportunity to visit different places of worship and we engage visitors from our local community to share their religious and non-religious beliefs and practices, allowing children the opportunity to explore and celebrate the diversity within our local, national and global landscape.