

## **RE Policy – 2022-2023**

At Cheadle Heath Primary School we follow the Local Authority Religious Education scheme that has been agreed by SACRE. We strive to ensure that our curriculum is relevant to the children in the school and that it reflects their experiences.

### **Aims**

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills and to enable them to make reasoned judgments about religious issues
- Have respect for other peoples' views and to celebrate the diversity in society.

### **Teaching and Learning in Key Stage 1 and 2**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as sacred texts and festivals. We recognise the fact that all classes in our

school have children of widely differing abilities, and so we 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, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children in mixed ability pairs or teams
- Providing resources of different complexity, adapted to the ability of the child
- Using classroom assistants to support the work of individuals or groups of children.

### **Curriculum planning in religious education**

We plan our religious education curriculum in accordance with the SACRE Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

### **Early Years Foundation Stage**

We teach religious education to all children in the school, including those in the Reception and Nursery classes. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.