



Wray Primary School

RE policy

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.
- 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.
- 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, 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 Christianity, other 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.
- We shall help our pupils prepare for their future by: developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them; responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience; reflecting on their own beliefs, values and experiences in the light of their study.

Implementation

- Our curriculum follows SACRE: The Local Agreed Syllabus for RE in Lancashire 2021. 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.
- 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.
- The following skills are used, in order to deepen the understanding and knowledge taught: investigating, reflecting, recalling and retelling, exploring, discussing and empathising.
- 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 spiritual, moral, social and cultural development links and British Values implemented within school as a whole.
- Assemblies take place across the whole school and in classes; these are delivered by the head teacher, class teachers and our local 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.
- 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 key concepts into their long-term memory and apply them fluently.

Impact

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Children can discuss and compare the lives of people they have studied from a variety of different religions.