



Religious Education

2024-2025

Introduction

Religious Education in Rotherham Schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. The national curriculum states the legal requirement that: "Every state-funded school must offer a curriculum which is balanced and broadly based which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society".

Aims

The Aims of RE in Rotherham are:

- To know about and understand a range of religions and world views.
- Express ideas and insights of their own into the significant human questions which religions address.
- Gain and deploy the skills needed to study religion.

Objectives

Pupils will be taught the knowledge skills and understanding they need by exploring these themes:

Early Years;

- Which people are special and why?
- Which times are special and why?
- Which stories are special and why?
- What is special about our world?
- Which places are special and why?
- Where do we belong?

Key stage one;

- Who am I? Signs of belonging.
- Celebrations: What matters to Christians at Christmas?
- What festivals do Jewish people celebrate? How do Jewish people celebrate?
- What makes some places special? Churches and Synagogues: What can we find out?
- What stories about Moses do Jewish people and Christian people love to remember?
- The power of difference. What can we learn from stories and prayers of Jesus?

- Beginning to learn Islam. What can we find out about Muslims and Mosques?
- Belonging to a community; where do Jews and Christians belong? Where do I belong?
- How do we say thank you for the beautiful Earth? What can we learn from stories Christians tell? And from Muslim ideas?
- I wonder...Puzzling questions about God
- Symbols of Easter: What does Easter mean to Christians?
- What can we learn from Religious Stories?
- Leaders: Who needs them? Jewish and Christian Examples. Why are some people leaders? What do leaders do?

Organisation & Planning

RE at Key Stage One is taught weekly in discrete 50 minute lessons. Lessons are planned and taught using the Agreed Syllabus for Rotherham. These units of work identify the learning outcomes for each term. In Foundation stage RE is taught following *Practise Guidance for the Early Years for Foundation Stage* in personal social and emotional development, communication and language, and understanding the world, alongside the units from the agreed syllabus.

Role of the Governing Body

- Be informed of the RE Agreed Syllabus and kept up to date so they review and challenge any curriculum updates relating to RE.

The Head teacher will:

- Develop and promote a balanced approach to RE in the school community.
- Make appropriate resources, training and support available to members of the school community to ensure they are able to carry out their roles effectively.

Role of the Subject Leader

- Review and develop the school RE policy.
- Monitor progress in RE and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for RE.
- Keep up to date with developments in RE and share information with colleagues as appropriate.
- Monitor lesson plans to ensure coverage, differentiation and that lessons have appropriate learning objectives and success criteria.

Monitoring & Evaluation

The RE Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating RE it will be monitored and evaluated through:

- Classroom observation
- Sampling pupil's work to ensure progression.
- Sharing pupil's work throughout school and discussing quality
- Discussion with pupils

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

This policy will be reviewed in the Summer Term 2025.