

Bosmere Community Primary School



Religious Education Policy

February 2022

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
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1. Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focuses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

2. Introduction:

Religious Education at Bosmere is provided according to the Suffolk Agreed Syllabus 2012. We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The religious education programme seeks to be sensitive to the home background of each child. Bosmere is a Community Primary School, and Religious Education is provided in line with the requirements of the relevant Education Acts. We use The Emmanuel Project for our planning and with the 5 Es at its core: **Engage, Enquire, Explore, Express, and Evaluate**. These are then reflected in our class R.E. books and our assessment through the Solo Taxonomy method and Emmanuel Project Quizzes. For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning differently. High expectations are set for all children and we aim to instil in them a love and confidence for the subject where they embrace challenge and understand its fundamental importance in life beyond the classroom. **We respect the right of parents to withdraw their child from all or part of Religious Education and Worship. If you wish to withdraw your child, please speak to the Headteacher to discuss arrangements.**

3. Implementation

- Religious Education in the Early Years Foundation Stage is taught as an integral part of the topic work covered Celebrations during the year using the children's experiences and interests as a starting point for their learning. This may be as an adult directed activity, where safety is paramount, an adult initiated activity, where a new skill is taught, or as a child initiated activity, where exploration and discovery is desired. The Religious Education objectives are identified within the 'Development Matters (EYFS) Guidance Materials'.
- We follow The Emmanuel Project from KS1 to UKS2 which outlines long and medium term planning for each year group, and the objectives which will be taught within each block
- We are introducing the Solo Taxonomy assessment guide and **End of Unit Assessment sheets**. for each unit which engages each learner to explain their learning path during the relevant Enquiry
- We encourage learning outside the classroom including outdoors and within the community, including our local churches. For example, the whole school annually attend St. John the Baptist Church for our Christingle services.
- Enquiry – L.I.s are questions for pupils to answer. High order questioning to encourage critical thinking skills is encouraged through the Enquiry method and is led by the children.
- Collaboration – In Religious Education, we include group learning and partnerships in all of our planning where appropriate.

- Oracy – Assessing and intervening in accuracy of standard spoken English. Teaching and learning of vocabulary are part of our lesson and unit planning. Lessons provides talk for learning and is key to a child’s understanding of the concepts in Religious Education. We develop the religious ‘literacy’ needed to discuss issues of faith and belief in today’s society.
- Linking learning – Planning makes explicit where skills from across the curriculum will be implemented. For example, within our Religious Education Units, there are links to Art and English.
- Identity – local links are encouraged in Religious Education, where meaningful. Enrichment opportunities provide cultural capital. We have regular Open the Book assemblies with St. John the Baptist Church in Needham Market, for example.
- Religious Education can be taught weekly or through our ‘Wow Days’, whilst ensuring that all areas of our Enquiry are covered.

4. Impact

- Each Unit (KS1-UKS2) is assessed according to **The Emmanuel Project’s Solo Taxonomy levels and End of Unit Assessment sheets**.
- In line with the school monitoring cycle, Achievement Team meetings and Spotlights initiated by teachers to focus on learners behaviour are all methods available to identify those children who are underachieving or making insufficient progress in Religious Education. They will be given additional help and support in class to close the gap, where relevant.



- Subject Lead will conduct 10 minute tours to monitor all aspects of the teaching and learning process in Religious Education.
- Subject Lead will termly collect Pupil Perceptions of their learning and use these to inform planning and implementation of the curriculum.
- Subject Lead will complete half termly Wow Book looks and assessment information.
- The Religious Education Governor takes an active role in Religious Education at Bosmere. They receive reports regarding the implementation of Religious Education and are involved in termly meetings to regularly review the teaching, learning and development.

Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes
14/02/22	Introduction Implementation Impact	Withdrawal clause added End of unit assessment sheets added End of unit assessment sheets added	