

Great Orton Primary School



RE Policy

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4	Rachael Cuzick	Updated Dec 2024	
5	Rachael Cuzick	Reviewed August 2025	Updated LTP/ EYFS

Intent

The aim of RE teaching at Great Orton is to stimulate the children's interest and understanding of the different members of our community and the wider community. We aim to provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging of many different religions and worldviews. We aim to teach pupils to develop respect for others, including people with different faiths and beliefs, helping to challenge prejudices. This in turn will help prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. We hope that our approach encourages empathy, generosity and compassion.

Implementation

In order for children to develop a coherent knowledge and understanding of R.E. we use a disciplinary approach and suggested in the Cumbrian SACRE. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

R.E. National Curriculum Aims

Adopt an enquiry- based approach- as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging , which helps them flourish within their communities and as citizens in a diverse society

Teach pupils to develop respect for others , including people with different faiths and beliefs, and helps to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others , and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Develop a sense of awe, wonder and mystery.
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Nurture children's own spiritual development.
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These aims are met through our approach to imparting knowledge, skills and enquiry.

The Curriculum for RE

R.E. is a broad and varied subject which spans the whole world and the entire human timeline. In order to make sense of this and bring cohesion, we use a disciplinary approach. This approach has been designed to simplify the subject by providing a small number of lenses through which different topics can be viewed. By looking at all R.E. topics through these same lenses, children will develop a strong understanding of those concepts and be able to compare and contrast different people, beliefs and cultures; they will have a balanced curriculum. This curriculum will allow them to undertake in well informed conversations. The disciplinary approach looks like this:

What do we mean by a disciplinary approach to RE?

RE as a curriculum subject is not a single discipline; it is rooted in a range of disciplinary approaches. We need to know which disciplines it draws on in order to understand the object of investigation and the research methods to employ in RE. This ensures that content chosen for RE is appropriate and established within academic traditions and that pupils use and develop a range of subject-specific skills. A discipline is understood to have:

- A body of knowledge founded on core concepts and theories
- An intellectual history/tradition which is manifested institutionally through higher education
- An object of research which might be shared across disciplines
- Specific terminology and language to define and explain concepts
- Research methods and modes of enquiry according to its specific requirements
- A specific stance towards the nature of reality (i.e. views the world through a particular lens)
- Particular grounds upon which valid truth claims are made/ways of validating knowledge (epistemology)
- A group of intellectual followers (academics) who conduct new research in that discipline and bring changes to it over time

In this syllabus RE is rooted in the disciplinary approaches of theology, philosophy and human sciences recontextualised for schools in the following ways:

Theology	Philosophy	Human Sciences
We have called this thinking through believing . It is about asking questions that believers would ask. It requires pupils to think like researchers and to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.	We have called this thinking through thinking . It is about asking big questions that thinkers would ask. It requires pupils to think like philosophers and to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.	We have called this thinking through living . It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human or social scientists to look at concepts through a human science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.
Examples of curriculum approaches include: Exploration and interpretation of texts, traditions, concepts and stories e.g. Cumbria SACRE Buried Treasure Project. Use of film, images, artefacts, rituals and text books Visits to places of worship and other places of interest either virtually or in-person. Visits from religious leaders and faith representatives Independent and/or class research. Sensory and creative experiences.	Examples of curriculum approaches include: Community of Enquiry - Philosophy for Children (P4C), including reasoning and meaning making exercises Discussions and debate. Encountering and exploring the thinking of religious and non-religious philosophers through books, video or independent/class research (KS2+). Engaging with different views about the nature of knowledge, meaning and existence. Introducing ethical theory (KS2+). Encountering and exploring theories of knowledge, philosophy of religion & ethical theory from different religious and non-religious perspectives (KS3+).	Examples of curriculum approaches include: Independent and/or class research Visits to places of interest either virtually or in-person. Encountering visitors with lived experience of religious and non-religious worldviews e.g. Cumbria Virtual Voices in Religious Education (VVRE) Project Engaging with public research around religion and worldviews e.g. Census 2021, Cumbria secondary Student Census on religion and worldviews. Video case studies showing local and global diversity in the study of religious or non-religious worldviews.

These disciplines are introduced gradually in Key Stage 1 and are then used in each topic thereafter. By the end of Year 6, children will have built up a large bank of historical knowledge and the structure to clarify their thinking.

Enquiry Approach

Each topic of the R.E. Curriculum is guided by a Topic Question. Teachers will impart the knowledge and skills needed for the children to answer this question. Most lessons are also based around a question. Teachers focus learning on answering this question. This enquiry approach has two benefits – it trains children to think like a historian and helps to focus learners on the key points.

Local Perspective

Reference is made to the local area where appropriate in R.E. One of our aims in R.E. is to help children to understand why life is the way it is. Why is our culture the way it is? Has our country or local area been different and why did it change?

Including a local perspective in our R.E. topics where possible or appropriate allows for increased interest and the potential for a meaningful hidden curriculum.

A local perspective often gives rise to primary sources and resources.

Impact

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.

- They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.
- They will have an informed awareness of the world and a sense of what they can achieve in it.
- Children will demonstrate 'Inspired Home Learning'

RE specific impact:

- Children will be able to evaluate, compare and contrast
- Children will be able to organise their own enquiries and communicate fact and opinion clearly using a range of precise technical vocabulary.
- Children will have a broad knowledge of religion and our wider community.
- Pupils will develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Pupils will consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

Adaptive Teaching and SEND


All children are included in the R.E. curriculum, and this can be facilitated in a number of ways. Much of this support is shared with other subjects and constitutes good inclusion practice in school. Teachers will pay close attention to the arrangement of visitors and visitors.

Types of support	Example
Resources	Differentiated texts, practical resources, aided language displays, videos, social stories
Visits	Ensure that all children can go on visits and take part in activities without being excluded by disability, ASD, medical condition
Outcome	Outcomes could be written, verbal, drawn, acted, produced with aid of technology
Support	Peer, Teaching Assistant, Teacher, technology support

E-Safety

During the course of RE lessons, children may require the use of ICT to support their learning. For example, they may use the computers/ipads to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the E-Safety Policy and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees/reads something offensive or disturbing, they should switch off their monitor or close the netbook/ipad and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

Assessment, Record Keeping, Reporting and Monitoring

	Skills Explain beliefs and teachings about justice from Christian and Muslim texts. Compare and contrast Christian and Islamic beliefs. Describe clearly examples of the impact of charitable work in the world today. Evaluate the impact of the churches on the world.	Key Learning Both Christian and Muslim relief raise money within their community, but send it on wherever it is need. Christian teachings of Jesus and Paul on values and justice and their meaning for Christians today. Muslim teachings in the Quran and Hadith. Muhammad overcame hatred with kindness. Both churches work in areas such as medical, educational, agricultural, emergency relief and conflict reduction. Christian and Islamic relief do not proselitize (try to convert people to their religion), but work together in an interfaith fashion, co-operating.
	Enjoyment Raise questions about charity, justice and the impact of religion, suggesting answers.	
	Below Above	Below Above
	[] []	[] []

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

At the end of each topic teachers complete a form that shows which children have not met the standard, which have exceeded, and which children have shown specific interest or gone 'above and beyond'.

Roles and Responsibilities of the Subject Leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;

- to monitor and evaluate the effectiveness of RE teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan,
- to attend relevant INSET training and feedback to staff;
- to review regularly the contribution made by RE to a meaningful curriculum.

Appendix A – Long Term Plan

2025 – 2026 Programme						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1 <i>*See EYFS framework below</i>	QRE: 1.1 How can we help those who do not have a good harvest?	QRE: EYFS 11 How do people celebrate special times? (Touches on Hindu Dharma & Judaism)	Introducing Hindu Dharma Brahman, gods/goddesses, Dharma, Puja, worship, celebrations		What do some people say about how the universe came to being? Christian and Humanist	QRE 1.9 – How is the place Jesus lived different from how we live now?
Year 2/3/4	What is it like to be Jewish? – Family, Synagogue, Torah	QRE 3.2 – How does the presence of Jesus impact on people's lives?	Introduction to Humanism as a worldview Atheism, one life, golden rule	QRE 2.4 How do symbols help us understand the Easter story?	QRE 3.5 – rules for living: which rules should we follow? (Y3) Humanism link	QRE 3.1 – What does it mean to be called by God? Hindu and Judaism links
Year 5/6	QRE 6.1 – Life is a journey: Is every person's journey the same? (Y6)	QRE 5.7 – How is Christmas celebrated around the world?	How might some Hindus make sense of the world? Santana Dharma, four aims in life	QRE – What is the importance of Ascension and Pentecost to Christians?	What matters most to Jewish people?	What might it mean to be human? Humanist, Christian and Hindu

	Christianity
	Hindu Dharma
	Judaism
	Worldviews
	Comparing religions

QRE – these are topics that use planning from Questful RE

Appendix B – Example of differentiation on MTP

Week/Objective/ Syllabus Links	Outline of lesson	Differentiation
<p>1</p> <p>Children will: Find out what special times are celebrated and talk about how celebrations happen</p> <p>A1, C1</p> <p>ELG: People, Culture and Communities</p>	<p>Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother's Day, a 'spent' firework. A 'Celebrations Box'.</p> <ul style="list-style-type: none"> • Pass the box round for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts to? • Explore feelings about celebrations. Use a 'Feelings Box' containing 'feelings' words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Do they link up with any of the things in the celebration box? • Talking about some well-known celebrations – birthday, Christmas, Diwali and others – is good, but will be developed more fully later in the unit. • Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Diwali celebration? (Can be done on whiteboards show and tell) <p>Discussion and pictures for book. Children list some of the festivals. Can they link the festivals to any religions?</p>	<p>EYFS:</p> <p>Discussion and pictures for book. Have key vocabulary displayed/emotions cards ready if needed.</p> <p>Y1:</p> <p>Discussion and pictures for book. Children list some of the festivals.</p>

Appendix C – EYFS

Progression of R.E. Knowledge and Skills

How this achieved in EYFS

- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community? - What can we do?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Looking at RE through Art.
- Role playing stories e.g., Easter
- Music and songs

As preparation for the disciplinary approach, pupils begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human Sciences: Thinking through living
<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What does this religious word mean? How do we say this religious word? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief? • Why is this sacred book important? • Does everyone believe in God? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true? • How do we know what things are? • Are names important? • Do friends matter? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in (place of worship/special place of interest)? • What do these symbols mean? • What is most important to you?

Knowledge: By the end of EYFS the children will know...

Knowledge:

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.
- Jesus loves everyone so much that he even knows the number of hairs on someone's head.
- Salvation – I know that...
- Christians remember Jesus' last week at Easter.

EYFS: Understanding the World

Development Matters

Reception:

- Build constructive & respectful relationships
- Express their feelings and the feelings of others
- Show resilience and perseverance
- Be tolerant of others

- Listen to and talk about stories to build familiarity and understanding.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

People & Places

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.

Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

How this achieved in EYFS

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- Who lives and works in our community? - What can we do?
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- Jesus loves everyone so much that he even knows the number of hairs on someone's head.
- Salvation – I know that...
- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

Vocabulary:

Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, Incarnation, Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, Saviour, Herod, World, Salvation, Jesus, Cross, Disciples, Donkey, Hosanna, Palm leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan.

Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.