



Religious Education (RE) Policy

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Intent

This document outlines Meadowfield School's Religious Education (RE) policy.

It details how RE is promoted throughout Meadowfield, in both the curriculum and other aspects of school life. This policy is reviewed annually or as circumstances require.

It is our intention that all pupils have access to a broad and rich Humanities curriculum considering their individual learning needs, previous knowledge and barriers to learning. For RE, pupils develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age and cognitive ability.

Long term plans are organised in line with our school departments, which, in turn, represent the approach to learning each of our pupils therein will take; Engage (encompassing EYFS), Explore and Enquire. Though grouped closely by age where possible, these departments are not bound by these criteria, and therefore classes within each department often span Key Stages in relation to the chronological age of pupils therein. They are defined primarily by learning need and achievement; pupils can move flexibly from one department to the next at any point during their school career should their age and cognitive ability deem it so. Equally, lessons are delivered in an age-appropriate manner, recognising that the social and emotional skills of the learner may be different to their cognitive ability; a learner in Year 9 may still be following the Engage approach to learning if these skills are appropriate to their development and learning needs, but the delivery and approach to the task may be different to that of a Year 3 pupil, for example.

Teachers will have all long-term plan documents at their disposal to ensure that delivery meets the individual needs of all learners.

Implementation

The 'Who Are We?' curriculum is delivered across the school as 3 Theme Days throughout the academic year. On these days, regular lessons are set aside for a day of learning and exploration around the specific topic or area of study as set out in the long-term plans. Using the long-term plans, aspirational learning intentions are set for each Theme Day by the Curriculum Lead in a medium-term plan 'Thinking Points' document, allowing class teachers to plan and set tasks and activities relevant to the learning needs of their pupils. Learning intentions will challenge and motivate individuals to aspire to meeting these intentions, which will be measured through the personalised success criteria on each teachers' short-term plan. The outcomes on the short-term plan inform future learning and planning aimed at preparing the pupils for the next phase of learning through to preparation for adulthood.

All statutory requirements relating to spoken language, are embedded throughout the Curriculum.

Legal Requirements

The Education Reform Act (1988) requires that RE should be taught:

To all pupils in full time education except for those withdrawn at the request of the parent
As part of the curriculum, and should promote the 'spiritual, moral, cultural, mental and physical development of pupils

As an agreed syllabus which reflects the fact religious traditions of Great Britain are, in the main, Christian, while considering the teachings and practices of other principal religions represented in Great Britain

The Curriculum

Aspirational learning intentions are set each term by the class teacher through a medium-term plan using skills in the long-term plan written by the Curriculum lead. Learning intentions will challenge and motivate individuals to aspire to meeting these intentions, which will be measured through the personalised success criteria on the short-term plan.

The outcomes on the short-term plan inform future learning and planning aimed at preparing the pupils for the next phase of learning through to preparation for adulthood.


Resources

We aim to ensure there are sufficient resources available for all RE teaching units in the school. Resources are kept in the Humanities cupboard in purple corridor. It is the role of the curriculum lead to liaise with each department to ensure there are sufficient resources available and source new ones from the annual RE budget. The Curriculum Lead advises staff of any online resources that are available.

Impact

Evidence for Learning is used to assess pupil's knowledge and it is an expectation that after a 'Who are we? Subject specific day, evidence for each pupil is uploaded.

Photographs of work and activities the children are involved in will be uploaded to a central area where curriculum coverage can be assessed by the Assessment Lead.

 School Policy Approved by Leadership Team	
Policy Adopted	Date: July 2024
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Next Review	Date: Academic year 2024/25