

The Redeemer

Church of England Primary School

RE Policy

Date: November 2026

Intent

The Redeemer Religious Education (RE) Curriculum is designed to enable all pupils to live out The Redeemer values and develop their spiritual and religious awareness.

In order to do this our curriculum is designed to give a clear and comprehensive knowledge of Christianity as well as the other major religions of the world. It also aims to deepen the children's understanding of disciplinary knowledge in RE (Theology, Philosophy and Social Sciences) and progresses our children's use of how they apply these skills in their work. Furthermore, we want our children to recognise Christianity as a world religion, which is influenced by the wide range of cultures it interacts with.

By focusing on these core aims, we hope that upon leaving our school, our children will have a confident understanding of Christianity as well as the other major religions, supporting them to go on to live out The Redeemer vision and values, ready to make their difference in their world.

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Our RE Curriculum Overview gives a broad insight into what units are covered. Most units are rooted in Christian belief while a proportion of lessons in some of the units are used to teach aspects of other faiths. In Summer 1, each year group studies a faith other than Christianity to build their knowledge of other religions. Most units are predominantly taken from Blackburn Diocese's Questful RE while we also look to other schemes of learning to supplement our curriculum.

RE is given a high profile in our curriculum with one lesson taught every week following the Medium-Term Plans.

Medium Term Plans provide teachers with a clear structure of what core knowledge should be included in a lesson. This allows the children's knowledge to deepen as they move through school and gives teachers opportunities to make links to previous aspects of the curriculum that have already been covered.

All RE lessons have a question for a title so the beginning gives each lesson a focus for discussion and enquiry.

New vocabulary is clearly displayed for the children to rehearse and learn in a child friendly manner.

Each classroom has an RE whiteboard, which serves as an interactive working wall to support and enhance learning. These displays feature key questions, images, resources and examples of pupils' work, to support pupils learning.

Each lesson is given a particular disciplinary lens to focus on which is introduced and explained to the children at the beginning of the lesson.

To show progression in the domains of knowledge, each phase of school has clear milestones that our children achieve across the curriculum.

Medium Term Plans also include suggested tasks to help embed the children's learning.

Within our planned curriculum there are gaps in some lessons to allow teachers to tailor their lessons to enquiries and big questions that the children have posed during the unit. This allows all our children to develop the core knowledge linked to their subject and also develop their knowledge further based on their own reflections.

RE lessons are taught using the Rosenshine principles of instruction with a clear emphasis on: recall, teacher input, formative assessment, independent work and feedback.

An important focus in RE lessons is giving children time to reflect on their own learning through discussion and consider how what they have read and learned makes them think about their own spiritual development. This is done in a Pause for Thought section of the lesson where children talk and listen to a partner while discussing a big question posed based on the content of the lesson. The children will also be supported by sentence stems to help them develop their Oracy skills.

During lessons, children complete tasks which will help children embed the core knowledge. When progressing in the lesson, children will also take time to interact with the content of the curriculum and consider it against their beliefs by evaluating and reflecting on their learning to deepen their knowledge.

Discussion books are used to record contributions and questions that may not be recorded in RE exercise books. These can be responses in pause for thought or questions that children have asked during units. Discussion books also support planning extra lessons within units and assessment across the curriculum.

All units in Years 1-6 build up to an independent 'snowballed' outcome that shows what the children have learnt in the unit. This could be in the form of self-reflection, writing prayers or extended writing, whatever is more suitable to the unit. These outcomes help reinforce what the children have learned while also acting as assessment tool for teachers.

We strive for every child to access part of our RE curriculum. All children working on the national curriculum are given support in accessing the content of our RE curriculum. This could be through whole class supports such as knowledge organisers or task scaffolds or a personalised support designed to overcome a particular barrier to learning.

We also look for further opportunities to enhance RE beyond the curriculum. This can be in the form of trips (Year 3 Mosque – Cathedral visit) or welcoming guests in from out school community and beyond.

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Assessment is an ongoing process throughout RE lessons. Teacher use formative assessment strategies, children's work and in class discussion to assess the level of children's understanding and adapt their lessons appropriately. End-of-unit outcomes also support summarising what a child has understood in their learning.

The impact of our RE curriculum is measured through monitoring conducted by the Senior Leadership Team and the RE subject lead. Monitoring takes the form of: Book Looks, Pupil Voice and Lesson Drop Ins. We also consult staff on the strengths and areas for development of the RE curriculum as we seek to develop our curriculum further.

Finally, we also evaluate our RE curriculum by how our children act towards themselves, their peers and their community. There would be no greater endorsement of our curriculum than our children regularly explaining their own personal beliefs, respectfully listening to those of their peers and there would be no greater and showing how what they have learned and heard affects their thoughts on their spiritual development.