



## Rose Hill Primary School R.E Policy September 2023

### Intent

- At Rose Hill the principal aim of the R.E curriculum is for pupils to learn about and from a broad range of religious and non-religious beliefs.
- Parents have the option to withdraw their child from all or part of RE.
- The agreed Suffolk syllabus (The Emmanuel Project) is followed by all.
- The Emmanuel Project is ambitious and intellectually challenging and also personally enriching, enabling pupils to gain a good level of religious literacy, to understand the world around them and to explore where they fit in to their world.
- The Emmanuel Project is well sequenced, building up over time and allowing pupils to know more, remember more and do more. For example, Hinduism Diwali (EYFS) to Holi (KS1) to Karma and Dharma (LKS2) to Moksha (UKS2).
- Evidence of this can be seen:
  - in the knowledge organisers, which state what pupils should know and what they will learn.
  - in teacher's subject guides, which show how a religion is taught from EYFS to year 6 and allows teachers to understand the progression of subject knowledge and skills.
- Religious Education in Rose Hill contributes beyond the academic, adding to personal development (preparing pupils for life in modern Britain), spiritual, moral, social and cultural development (what do different cultures share and how we respect differences) (SMSC) and British Values (tolerance and mutual respect).
- Religious Education in Rose Hill contributes to our understanding of the six Rs, in particular respect and responsibility.

### Implementation

- Teachers at Rose Hill introduce the subject as Religious Education and make clear the religion/way of life and the name used to describe followers of this religion/way of life.
- Teachers use cold task learning questions, taken directly from the Emmanuel Project. These are completed as part of assessment, prior to new teaching but can involve class discussion.
- Teachers use flashback sessions and knowledge organisers to help pupils remember and retain previous learning.
- Teachers are expected to have good subject knowledge. Where there are gaps in subject knowledge teachers are expected to refer to long term plans produced by subject lead and liaise with subject lead.
- Teachers at Rose Hill know what pupils have previously been taught and where they are going. Assessment questions are in-line with the rest of the curriculum subjects and demonstrate that teachers understand "end points"
- Teachers at Rose Hill challenge and extend more able learners, using analysis and evaluation questions
- Teachers at Rose Hill support less able or disadvantaged pupils (SEND/EAL/PP) using visual aids, vocabulary mats, knowledge organisers and additional adult support where necessary.

## Impact

- Assessment in R.E in Rose Hill is clear, purposeful and in-line with other foundation subjects.
- Teachers use formative assessment, such as classroom discussion and observations to make assessment judgements and to inform future teaching.
- Validity is considered when planning for and collecting data, “hot” tasks are carefully planned by teachers (in collaboration with subject lead) to ensure that religious understanding is what is being assessed.
- For all pupils, “Hot” tasks show progress when compared with “cold” tasks.
- Where concepts are revisited, assessment “hot” tasks clearly show that across key stages, pupils learn more and can do more. For example, Saviour (KS1) to Salvation (LKS2) to Resurrection (UKS2).
- R.E in Rose Hill is presented in individual yellow exercise books.
- Every class teaches RE every half term and lessons contain flashback sessions to secure prior learning before introducing new knowledge.
- Reflecting upon previous learning enables children to embed learning in their long-term memory.