



## **Intent**

At Stanford in the Vale CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential. The school's RE curriculum development is carefully designed to ensure coverage and progression. At Stanford in the Vale CE School, we develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. As well as this, we place a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health.

We believe that children need to develop a secure knowledge-base in RE, which follows a clear pathway of progression as they embark on their learning journey through our school curriculum. This will empower the children with the tools they need to become successful citizens in a global world.

## **Implementation**

The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a high quality, inclusive teaching approach.

We ensure that our RE teaching provides many purposeful opportunities for exploring a range of world faiths through a variety of teaching styles. We use a wide variety of experiences and quality resources that motivate and inspire our children. Our curriculum is based on the Oxfordshire Agreed syllabus and is delivered through the RE Jigsaw scheme. Children are posed with an Enquiry Question to explore across a unit of learning. All pupils receive a weekly RE lesson. We also ensure that the teaching of RE knowledge and SMSC is woven into lessons across the curriculum and planned for through one of our school drivers 'Spiritual, Moral, Diversity and Belief'.

In Foundation Stage, RE is an integral part of learning throughout the year. Children learn about RE through the study of a variety of celebrations from a range of world faiths.

## **Impact**

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the RE curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.



### Long term pupils will:

- ❖ develop an awareness of spiritual and moral issues arising in their lives;
- ❖ develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- ❖ develop knowledge of what it means to be committed to a religious tradition;
- ❖ be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- ❖ develop a knowledge of religious traditions, and an appreciation of cultural differences in the UK today;
- ❖ develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- ❖ have respect for other people's views, and hence to celebrate diversity in society.

### Role of the RE Co-ordinator

The role of the RE Co-ordinator is to monitor and review progress and standards across the RE areas of learning. The RE Co-ordinator will also support staff development, alongside the head teacher and outside advisors. Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Throughout the year, the RE Co-ordinator will:

- ❖ look at examples of work throughout the year. This 'book look' is recorded in the co-ordinator file.
- ❖ lead moderation of RE learning where work will be collected and kept in RE co-ordinator file.
- ❖ carry out 'drop in' sessions to see RE learning in action. This will include looking at planning, talking to teachers/teaching assistants and the children.
- ❖ discuss the standards of RE across the school with SLT.
- ❖ meet with diocesan advisor for support
- ❖ support CPD of staff.
- ❖ meet with our RE Governor throughout the year to discuss standards in RE.
- ❖ carry out a deep dive alongside our RE Governor once a year.

Policy Written: February 2025

Next Review: February 2026

Clare Webb

RE Co-ordinator