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BRIDGEWATER
PRIMARY SCHOOL

Religious Education Policy

Updated September 2024

To be reviewed September 2026

Policy for Religious Education

At Bridgewater we aim to offer the children a wide, enriching and varied experience of the curriculum for R.E. We explore religions through looking at festivals, themes, places of Worship, having visitors into school amongst others. To support our Curriculum, we follow the Salford Syllabus and the related Scheme of Work. The syllabus reinforces the importance of RE as an academic discipline. It enables understanding of concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief in religiously literate ways. The syllabus offers an inclusive education to all our young people, whatever their personal worldviews might be. It prepares the children and young people of our area for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and worldviews.

INTENT

At Bridgewater, we believe that it is vital for our pupils to learn from and about religion, so that they can understand and respect the world around them. It is our aim that Religious Education should help pupils to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain across the key stages, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. Children should be taught to appreciate the way that religious beliefs shape life and conduct and develop the ability to make reasoned and informed judgements about religious and moral issue and given opportunities to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

At Bridgewater, we aim to enhance children's spiritual, moral, social and cultural development by developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them. We respond to such questions with reference to the teaching and practices of religions, and to their own understanding and experience and we give opportunities for pupils to develop positive attitudes and reflect on their own beliefs, values and experiences in the light of their study.

IMPLEMENTATION

At Bridgewater, R.E. planning is based on the Salford Syllabus. All religions are studied in a way that is coherent and promotes progression. Christianity is predominant during the Christian festivals of Christmas and Easter and is taught progressively throughout each year group. The following religions that are also taught are: Hinduism, Islam, Judaism and Sikhism.

We recognise that children come to school with a range of knowledge in religious education and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and by adapting our teaching approach.

At Bridgewater, we believe religious education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. The Salford syllabus affirms the role of religious education in challenging stereotypical views and appreciating, positively, differences in others. The scheme enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle and highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Religious Education is taught weekly for approximately one hour and when appropriate, links are made with religious links outside of school or visitors from different faiths.

Parents may exercise their right to withdraw their child through discussion with the head teacher.

IMPACT

At Bridgewater, we aim to develop the children's understanding of the world's religions. Through Religious Education, we are teaching our children to understand that different worldviews exist and to also make informed choices about their own worldview and develop confidence in their own beliefs. By equipping our children with the knowledge and understanding of differing beliefs and practices, we are teaching our children to show respect, acceptance and tolerance of others, not only in their own community but also in the wider world.

Our Religious Education Curriculum is high quality and is planned to demonstrate progression. We measure the impact of our curriculum by assessing the children at the end of every unit.

The Religious Education coordinator also monitors progression of individual pupils termly to ensure standards are being met.

It is the responsibility of the coordinator to monitor the standards of children's work and the quality of teaching in Religious Education. The coordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, for providing a strategic lead and direction for Religious Education in the school.

The coordinator gives the head teacher an annual summary report in which the strengths and weaknesses of religious education are evaluated and indicates areas for further development.

The Learning environment/Resources

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believer of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Collective Act of Worship

We offer collective worship, which is broadly of Christian character. The children will learn common values that are also applicable to most religious and non-religious worldviews. For example, forgiveness, kindness and right and wrong. The children are given the opportunity to take a moment in prayer or a time of reflection at the end of each assembly dependant on their personal belief.

All children are encouraged to attend assemblies, although parents may exercise their right to withdraw their child through discussion with the head teacher.

It is also recognised that members of staff may withdraw from leading assemblies or participating in acts of collective worship.

SEND Adaptations for RE:

Our curriculum for Religious Education acknowledges that learners with additional needs are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when studying R.E. The learner may need support to remember previous experiences and link them to make sense out of a new one. When teaching RE at

Bridgewater planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks and questioning. We provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. Teaching uses visual and practical resources to help understanding of new content in R.E where physical artefacts are not available. Teachers also carefully consider adaptations – see below.

Cognition and Learning	
Barriers	Provision
<p>Ability to demonstrate knowledge through written work.</p> <p>Retention of previous learning in RE as often a large gap between revisiting topics.</p> <p>Understanding of more abstract concepts/themes.</p>	<ul style="list-style-type: none"> • Allow alternatives to writing or enable writing using sentence starters, scaffolds, or speech to text software. • Pre- teaching opportunities • Recap of prior learning prior to the topic. • Knowledge organisers outlining key prior knowledge • Visual prompts • Discussion prompts, regular revision of key themes, opportunities for overlearning and repetition.
Communication and Interactions	
Barriers	Provision
<p>Learning of subject specific vocabulary.</p> <p>Participation is subjects, which are predominantly discussion based.</p>	<ul style="list-style-type: none"> • Topic specific vocabulary supported by artefacts, pictures etc. • Practical learning assists with development of new vocabulary. • Word mats, knowledge organisers, pre-teaching of vocabulary. • Scaffolded sentence starters ‘I think that...’ • Additional thinking time after posing a question before returning. • Emotions fans or cards. • Supporting by reasoning aloud, ‘I think that’... • Group / partner work with shared writing.
Physical and Sensory	
Barriers	Provision
<p>Ability to read or to see text sources.</p> <p>Sensory overload/unusual</p>	<ul style="list-style-type: none"> • Sources of information / text could be converted to electronic format so they can be read aloud using immersive reader or shown to the child in a larger print and/or on buff paper. • Consider how different sources could be used to • Convey the information - physical resources such as prayer mats, bibles etc.

sensory stimuli.	<p>may be of greater interest to the child than photos.</p> <ul style="list-style-type: none"> • Be aware of any sensory stimuli such as the use of incense or religious music, which will be unfamiliar to the children. • Ensure they are sitting away from any sensory stimuli or are provided with ear defenders etc. if part of normal practice. • Advance preparation of any sensory stimuli. • Consider pupil sensory audits and adaptations.
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Social Emotional and Mental Health

Barriers	Provision
<p>Anxiety about visits to new places with different expectations.</p> <p>Difficulty discussing topics/concepts that they find uncomfortable.</p> <p>Social appropriateness of discussing topics.</p>	<ul style="list-style-type: none"> • Prepare the children in advance using social stories, pictures, and videos to enable them to know what to expect. • Prepare the children with any routines/cultural expectations they may be asked to follow. • Social stories around accepting different beliefs and views. • Clear expectations that no one will be made to share if they are not comfortable. • Emotions cards so that the child is able to communicate if they are uncomfortable with the discussion. • Sentence starters to aid productive discussion/avoid offence. • Bank of appropriate words to discuss topics if this is a concern. • Promote the use of the worry monster if children don't feel able to verbally speak about the topic.

Policy updated by K McWalters (RE Co-ordinator) September 2022

This policy will be reviewed September 2024



SUBJECT OVERVIEW
Religious Education
BRIDGEWATER PRIMARY SCHOOL (2022-2027)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	F5 Being special: where do we belong? Part 1	F4 What times are special and why? Part 1 Christmas-The Christmas story The birth of Jesus	F3 What places are special and why? Part 1	F1 Which stories are special and why? Part 1 Easter-The Easter story-New Life	F2 Which people are special and why? Part 1	F6 What is special about our world? Part 1
Elements from F1-F6 can be used to support teaching during RE/key person time.						
RECEPTION	F5 Being special: where do we belong? Part 2	F4 What times are special and why? Part 2 Christmas/Christian celebration-What happens at Christmas and why?	F3 What places are special and why? Part 2	F1 Which stories are special and why? Part 2 Easter-What happens at Easter and why?	F2 Which people are special and why? Part 2	F6 What is special about our world? Part 2
YEAR 1	1.1 Who is a Christian and what do they believe? (Christians) Christmas: Autumn 2-Jesus as a gift-Why is Jesus important to Christians?		1.6 How and why do we celebrate special and sacred times? (Christians, Muslims and/or Jewish people) Easter: Spring 2-What happened at Easter and how does it make people feel?		1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people)	
YEAR 2	1.3 Who is Jewish and what do they believe? (Jewish)	1.7 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)	1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people) Easter-What did Jesus teach others? Forgiveness.		1.2 Who is a Muslim and what do they believe? (Muslims)	1.8 How should we care for others and the world, and why does it matter? (Christians, Muslims and/or Jewish people)

		Christmas-How do Christians have a sense of belonging at Christmas?				
YEAR 3	L2.1 What do different people believe about God? (Christians, Hindus and/or Muslims)	L2.5a* How do people from religious and non-religious communities celebrate key festivals? Christians/Jewish people and non-religious worldviews) Christmas-How do different people celebrate Christmas? Is Christmas only for Christians?	L2.2 Why is the Bible so important for Christians today? (Christians)	L2.7 What does it mean to be a Christian in Britain today? (Christian) Easter-How and why do different Christians celebrate holy communion?	L2.4 Why do people pray? (Christians, Hindus and/or Muslims)	L2.10 How do family life and festivals show what matters to Jewish people? (Jewish People)
YEAR 4	L2.3 Why is Jesus inspiring to some people? (Christians) Christmas-How do we know Jesus was a special baby and would be an inspiration to others?		L2.9 What can we learn from religions about deciding what is right and wrong? (Christians, Hindus and/or Jewish people and/or non-religious people)	L2.5 Why are festivals important to religious communities? (Christians, Hindus and/or Muslims and/or Jewish people) Easter-What does the crucifying of Jesus mean to Christians?	L2.8 What does it mean to be a Hindu in Britain today? (Hindu)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people and/or non-religious people)
YEAR 5	U2.1 Why do some people believe God exists? (Christian	U2.4 If God is everywhere, why go to a place of	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christians)		U2.6 What does it mean to be a Muslim in Britain	U2.9 What can be done to reduce racism? Can religion

	and non-religious)	worship? (Christians, Hindus and/or Jewish people) Christmas-How is the birth of Jesus celebrated in a place of worship?	Easter-Spring 2-What did Jesus' teachings throughout his life and death teach Christians today?	today? (Muslim)	help? (Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school)
YEAR 6	U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians, Hindus and/or Muslims)	U2.7 What matters most to Christians and Humanists? (Christian and non-religious) Christmas-Why is Jesus' birth important to Christians and how did his life help Christians to follow a moral code?	U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious) Easter-Spring 2-The death of Jesus-Salvation	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious)	U2.10 Green religion? How and why should religious communities do more to care for the Earth? (Hindus, Christians, Muslims and Jewish people (other examples can be selected by the school)

*Recap of the Christmas/Easter story each year