

# Religious Education

## One Page Policy

### (Primary Phase)



William Hulme's Grammar School  
The best in everyone™  
Part of United Learning

RE at William Hulme's provides opportunities for pupils to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. We are always seeking to show the similarities in our religions and cultures and how this unites us. This starts from Early Years and permeates through all year groups and teachers make links with religions, not only to embed knowledge, but to encourage children to ask increasingly deeper questions to explore religion and non-religious views in Britain today.

Learners are given opportunities to explore key religions and how their values/beliefs compare.

Our three **vertical concepts** are developed year-on-year, allowing children to build on their existing knowledge and skills and deepen their knowledge and enquiring mindset.

Learners have a voice as **'Talk Partners'** and through these, they discuss their understanding of key religions and worldviews. Their voice will be recorded in a class floor book.

The explicit teaching of oracy skills are embedded into lesson across the curriculum through discussions and debates and sharing of values and opinions.

Teachers use the 'RE Today' scheme of learning to support them in the planning and delivery of our RE curriculum.

Tasks are **scaffolded** to ensure the curriculum is ambitious for all. Teachers use a range of activities and stimuli to help children deepen their knowledge and explore key concepts

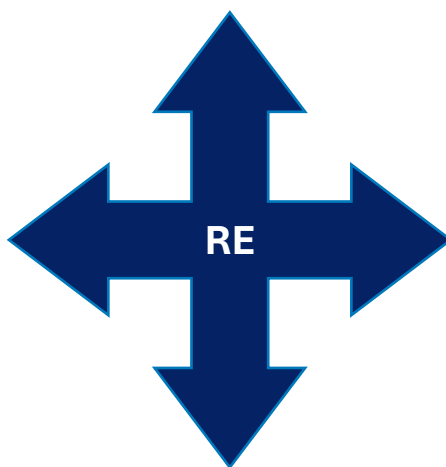
Floor books are used in RE to celebrate and showcase the children's work and to shift the emphasis to Oracy Artefact boxes are used to enhance and support the curriculum .

Learners are confident to **evaluate and reflect** on their beliefs and those of others.

The understanding of the UNCRC is developed through RE selecting the appropriate articles. For example: article 13 sharing rights freely.

Parents and families are involved in the RE curriculum by having access and contributing to assemblies that celebrate the main festivals.

Staff and children are encouraged to share their personal values and beliefs and this is encouraged in class lessons, assemblies and whole school celebration days.



Assemblies and performances play a big part in the supporting the teaching of key religions and the celebration of main festivals.

**Outcome: Learners ask increasingly deeper questions; expanding their knowledge of key religions and foster a deep respect for each other's beliefs and values.**