



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

Jubilee Square, Buckingham Park.
Aylesbury, Buckinghamshire. HP19 9DZ

Email: office@buckinghampark.org
Web: www.buckinghampark.org

School Policy Document

RE Subject Policy

Date Adopted by Full Governing board:	
Last reviewed on:	01/03/2023
Next review due by:	01/09/2023

1. BACKGROUND

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below and permeate everything we do:

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

2. INTENT

At Buckingham Park C of E School, we believe that Religious Education plays a central role in a broad and balanced curriculum that will enable our pupils to participate fully in life in modern Britain and the wider world.

It aims to enable young people to hold informed and balanced conversations about religions and beliefs.

It provides a safe environment where pupils can explore their own ideas and learn to evaluate the opinions of others.

Whilst a greater emphasis is placed upon the Christian faith in RE, it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be 'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'

Through the study of a wide range of religious and non-religious worldviews, our pupils are encouraged to answer challenging questions and investigate the ways in which religious practice and belief informs and influences society. We aim to deliver high quality, challenging lessons.

We aim to:

- Engage pupils in enquiring into and exploring questions arising from the study of religion and belief,
- Provide learners with knowledge and understanding of Christianity and other principal religious
- Develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook

- Enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- Encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- Teach and encourage skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- Teach and encourage skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.
- Help all learn to understand the influence of religion in a worldwide context.

3. IMPLEMENTATION

Religious Education is a statutory subject of the curriculum for all pupils in each year group and ‘should be provided for all registered pupils except those withdrawn at the request of their parents.’ (s 71 SSFA 1998). Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school. The syllabus should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996)

Across the School, KS1 and KS2 follow the Oxford Diocese Scheme of Work. This scheme of work for RE, revised during 2016-2017, covers the requirements of the Locally Agreed Syllabi in the Oxford Diocese, and is designed to meet the recommendations of the Church of England Education Office Statement of Entitlement for RE, published in 2016.

Within the ODBE RE Scheme of work, each unit has a “Big Question” which has been created to allow children to experience a range of theological, philosophical and social elements. The big questions address syllabus questions and topics. The assumption is that Christianity will be the main religion taught, in accordance with the national guidelines. In addition, Judaism will be taught in KS1, and in KS2 there are units on Hinduism and Islam.

Each unit within the scheme of work consists of an outline mid-term plan and a class record sheet for assessment purposes, these are used in conjunction by the class teacher in planning the unit of work. Neither is exhaustive or exclusive, but should be used as a starting point for the learning. There is a unit for each half term, for each year group. Units are usually taught on a weekly basis, but can also be blocked into special weeks or special days; hence the mid-term plans are not split into weekly lessons. This is particularly the case with the Year 6. Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE days or weeks.

The background information for teachers included in each unit contains enough information to get teachers started and is a springboard for further research. Expectations for pupil achievement at three standards are included – at developing, expected and excelling.

Teachers follow a yearly cycle incorporating planned progression and recall of knowledge and skills. This ensures that children are increasingly challenged as they move through the school. A detailed overview curriculum map is in place outlining when different faiths are taught and the skills that are built upon each year.

All lessons are planned and delivered in a variety of ways ensuring that all pupils can access and participate in lessons. Teachers use interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Teachers keep a class ‘Big Book’ over a

year and include examples of children's work, reflections, photographs of practical activities, visits, speakers, displays etc to show the impact of learning.

Progress in RE is shown through acquiring wider and more detailed knowledge of religious beliefs and practices, deepening understanding of the meaning of stories, symbols, events and practices, more fluent and competent use of religious language and terminology, increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus, which in turn have been developed in line with guidance produced nationally.

Whilst we track individual pupil's progress in this way, we also bear in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE. Progress in RE is reported annually to parents and has a prominent position in the end of year report.

RE in EYFS

RE in EYFS is demonstrated in topic work around special places, celebrations and visitors to the setting. Celebrations play a significant role for our youngest children. It gives them the opportunity to visit special places and meet important local visitors. Children can also try out cultural foods, explore different ways of dressing and look at relevant artefacts/ sacred items related to that festival or celebration. Children are able to immerse themselves fully into learning about different religions and viewpoints through play. RE is not a discretely taught subject although children gain familiarity of our school Christian ethos through class based Reflect sessions and Collective Worship.

Non- negotiables for teaching R.E at Buckingham Park School:

- Big Question to be displayed on the whiteboard, on the RE board in the classroom and also in children's books
- In lesson 1, to answer the Big Question like you would a cold write (with no input)
- Each class will have a 'class RE book' to be used when having discussion type activities that do not require the children to write up in their books. This is to be used as a record of these types of lessons. A photo or a simple write up by a Teacher or TA is sufficient.
- Class RE book to have a unit overview stuck in the book
- When teaching the last lesson of the unit allow time for the children to re-answer the Big Question just like you would a hot write
- Assessments to be completed at the end of each unit and saved in the shared area.

Curriculum content per year group:

YEAR 1	Key Questions	Faith(s) /Themes
Unit 1 Autumn 1	Is everybody special?	Christianity/God/Belonging
<p><u>All About me, Belonging</u> What makes me, me? What do religions believe about what people are like? What do you think the perfect person would be like? What groups do I belong to and how do they make me feel? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?</p>		
Unit 2 Autumn 2	Should we celebrate Harvest or Christmas?	Christianity/Harvest/Christmas/Celebration
<p><u>Special Occasions, Special stories</u> What special times do I celebrate with my family and friends or why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? What stories are important to religious people and why?</p>		
Unit 3 Spring 1	Does Creation help people understand God?	Christianity/Judaism/Creation
<p><u>Our World</u> What do religious stories say about how the world began? How should we live together to look after each other and animals?</p>		
Unit 4 Spring 2	Should everyone follow Jesus?	Christianity/Jesus/Leaders/Rabbi/Vicars
<p><u>Important People, Special Stories</u> Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way they behave? What stories are special to you, your family and friends? What stories are important to religious people and why?</p>		
Unit 5 Summer 1	Are some stories more important than others?	Christianity/Judaism/Old Testament/Moral stories
<p><u>Special Stories</u> What stories are special to you, your family and friends? What stories are important to religious people and why? Are all stories true in the same way?</p>		
Unit 6 Summer 2	Do we need shared special places?	Judaism/Synagogue/Community/Symbols
<p><u>Important Places, Special Things</u> What makes your home a special place for you? What makes some places important in religions? What can special places tell us about people? What things are special in your home to you? What objects are sacred or important? What do special things show about what is important to people?</p>		

YEAR 2		Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Who should you follow?	Christianity/Judaism/Moses/ Old Testament etc.	
<u>Important People, All about me</u> Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way we behave? What do religions believe about what people are like and what they should be like? What do you think the perfect person would be like? Can we agree?			
Unit 2 Autumn 2	Do religious symbols mean the same to everyone?	Christianity/Judaism/Symbols/Christmas	
<u>Special things, Belonging,</u> What things are special in your home, to you your family and friends? What objects are sacred or important in religion and why? What do special things show about what is important to people? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?			
Unit 3 Spring 1	Does everyone celebrate the New Year?	Christianity/Judaism/New Year/ Rosh Hashanah	
<u>Special Occasions, Our world</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? How are you and your family the same as and different from other families in the school and around the world?			
Unit 4 Spring 2	How should the Church celebrate Easter?	Christianity/Easter/Holy Week	
<u>Special Occasions, Important People</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way we behave?			
Unit 5 Summer 1	Can stories change people?	Christianity/Judaism/Old Testament stories	
<u>Special Stories</u> What stories are special to you, your family and friends? What stories are important to religious people and why? Are all stories true in the same way?			
Unit 6 Summer 2	How should you spend the weekend?	Judaism/Shabbat	
<u>Special Occasions, Belonging</u> What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? What groups do I belong to? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?			

YEAR 3	Key Questions	Faith(s) /Themes
Unit 1 Autumn 1	Do Christians have to take communion?	Christianity/Worship/Communion
<u><i>Worship, Places of Worship, Diversity in religions, Symbolism, Rites of Passage</i></u> How does worship help believers in their daily lives? What roles do places of worship play in the lives of believers? What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs? What do religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? What do rites of passage tell us about religious beliefs about and attitudes towards life and God?		
Unit 2 Autumn 2	Is light a good symbol for celebration?	Hindu/Christianity/Judaism/ Advent/Divali/Chanukah
<i>Festivals, Symbolism</i> How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of believers? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 3 Spring 1	Is a Jewish /Hindu child free to choose how to live?	Judaism/Hindu/Belief/Commandments
<i>Rites of Passage, Ethics & Moral Issues, Religion in the Community</i> What do rites of passage tell us about religious beliefs about and attitudes towards life and God? What do religions teach about how we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		
Unit 4 Spring 2	Does Easter make sense without Passover?	Judaism/Christianity/Freedom
<i>Sacred Texts, Festivals & Symbols</i> What are some of the key teachings of Holy Books and how are they interpreted? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 5 Summer 1	Does Jesus have authority for everyone?	Christianity/Authority
<i>Founders & Prophets, Ethics & Moral Issues</i> How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do religions teach about how we should live our lives?		
Unit 6 Summer 2	Can made-up stories tell the truth?	Christianity/Truth/Story
<i>Sacred Texts, Ethics and Moral Issues</i> What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives? What do religions teach about how we should live our lives?		

YEAR 4	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Do Murtis help Hindus understand God?	Hindu/Art/Symbol/God
<i>Symbolism, Worship</i> What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives?		
Unit 2 Autumn 2	Does the Christmas narrative need Mary?	Christianity/Mary/Worship/Catholic/Protestant
<i>Founders/Prophets, Diversity in religions,</i> How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do different practices and forms of expression within faiths show about their different beliefs? Given the differences, how can communities learn to live together?		
Unit 3 Spring 1	Is a holy journey necessary for believers?	Hindu/Christianity/Pilgrimage
<i>Pilgrimage, Religion in the Community,</i> How does going on pilgrimage not only express beliefs, but also strengthen them for individuals and communities? What difference does going on pilgrimage have on the lives of individuals and communities? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		
Unit 4 Spring 2	Should believers give things up?	Christianity/Lent
<i>Diversity in Religions, Founders & Prophets</i> What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way? How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives?		
Unit 5 Summer 1	Did Jesus really do miracles?	Christianity/Miracles
<i>Founders & Prophets, Sacred Texts, Symbolism</i> What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 6 Summer 2	Does prayer change things?	Christianity/Hindu/Prayer
<i>Worship, Diversity in religions, Religion in the Community</i> How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		

YEAR 5	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Do Muslims need the Qur'an?	Islam/Muhammad (pbuh)/God/Allah/Jibreel
Sacred Texts, Founders/Prophets		
What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives? How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives?		
Unit 2 Autumn 2	Does God communicate with man?	Christianity/Peace/Christmas
Sacred Texts, Festivals, Symbolism		
What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 3 Spring 1	Does the community of the Mosque help Muslims lead better lives?	Islam/Sacred Places/Mosque
Worship, Places of Worship, Religion in the Community		
How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives? How do places of worship help believers feel closer to God and understand life better? What role do places of worship play in the lives of faith communities? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		
Unit 4 Spring 2	Was the death of Jesus a worthwhile sacrifice?	Christianity/Sacrifice/Sin/Redemption
Founders/Prophets, Festivals, Ethics & Moral issues		
How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century?		
Unit 5 Summer 1	Are you inspired?	Christianity/Holy Spirit/Inspiration
Founders & Prophets, Ethics & Moral Issues, Sacred Texts		
How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century? What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What helps you through your daily life?		
Unit 6 Summer 2	What's best for our world? Does religion help people decide?	Christianity/Islam/Charity/Zakat
Ethics & Moral Issues, Religion in the community		
What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		

YEAR 6		Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Are Saints encouraging role models?	Christianity/Saints	
Founders/Prophets, Worship			
How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives?			
Unit 2 Autumn 2	Is "God made Man" a good way to understand the Christmas story?	Christ/Incarnation/Emmanuel	
Sacred Texts, Symbolism, Festivals			
What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What helps you through your daily life? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities?			
Unit 3 Spring 1	Do clothes express belief?	Islam/Hijab/Sikh/Khalsa/5Ks	
Symbolism, Religion in the Community			
How do language and symbols express deep ideas, beliefs and feelings? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and behave the same way?			
Unit 4 Spring 2	Is the resurrection important to Christians?	Christianity/Eternal life	
Festivals, Rites of Passage			
How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the rites of passage tell us about religious beliefs about and attitudes towards life and God? How can celebrating rites of passage affect how individuals and communities live life?			
Unit 5 Summer 1	Can we know what God is like?	Christianity/Islam/Hindu	
Symbolism, Sacred Texts			
What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What helps you through your daily life?			
Unit 6 Summer 2	Does it matter what people believe about creation?	Multi faith/Creation/Care for world	
Natural World, Ethics & Moral Issues			
What do different religions and science say about how the universe and life came about? What, if anything, is the purpose of life? What do religions teach about how we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century?			

The following tables show how the Diocesan Scheme allows for progression. It shows the links between the units and suggests that pupils will learn most from a particular unit, if they have covered at least some of the material in the previous units as listed. If pupils have not covered the earlier material, for whatever reason, some of the key concepts will be addressed at the beginning of a unit and materials adapted as necessary.

Y2 U1	Y1 Unit 4
U2	Y1 Unit 6
U3	Y1 Units 2 & 6
U4	Y1 Units 4 & 5
U5	Y1 Unit 5
U6	Y1 Unit 6

Y3 U1	Y2 Unit 6; Y1 Unit 1
U2	Y3 Unit 1; Y2 Units 2 & 3; Y1 Unit 2
U3	Y3 Unit 1; Y2 Unit 6
U4	Y3 Unit 3; Y2 Units 1 & 6 (if doing Judaism) Y1 Units 1 & 4
U5	Y3 Unit 1; Y2 Units 1 & 5; Y1 Units 1 & 4
U6	Y3 Unit 5; Y2 Unit 5; Y1 Unit 5

Y4 U1	Y3 Units 1 & 2; Y2 Unit 2; Y1 Unit 1
U2	Y4 Unit 1; Y3 Units 2, 5 & 6; Y2 Units 1 & 5; Y1 Units 1 & 5
U3	Y2 Unit 6; Y1 Unit 6
U4	Y4 Unit 3; Y3 Units 1, 3 & 4; Y2 Units 4 & 6; Y1 Unit 2
U5	Y3 Unit 5 & 6; Y2 Unit 5; Y1 Unit 5
U6	Y4 Unit 3 & 5; Y3 Unit 1; Y1 Units 2 & 5

Y5 U1	Y3 Unit 1; Y1 Unit 1
U2	Y5 Unit 1; Y4 Units 1, 2, 3, 5 & 6
U3	Y5 Unit 1; Y4 Units 4 & 6; Y2; Y1 U6
U4	Y4 Unit 4; Y3 Unit 4; Y2 Unit 4
U5	Y5 Unit 2; Y4 Units 3, 5 & 6; Y3 Unit 5; Y2 Unit 1; Y1 Unit 4
U6	Y4 Unit 6; Y3 Unit 3; Y1 Unit 3

Y6 U1	Y3 Unit 5; Y1 Unit 2
U2	Y5 Unit 2; Y3 Unit 5; Y1 Unit 1
U3	Y5 Units 1 & 3; Y2 Unit 2; Y1 Unit 1
U4	Y5 Unit 4; Y3 Unit 4; Y2 Unit 4
U5	Y5 Units 1, 2 & 5; Y4 Units 1 & 6, Y3 Units 5 & 6
U6	Y5 Units 3 & 6; Y4 Unit 5; Y2 Unit 6; Y1 Unit 3

4. IMPACT

The successful and effective approach at the school results in an engaging, fun, challenging, critical and high-quality Religious Education, providing the pupils with the foundations for understanding the world. Pupils at the school understand the purpose of Religious Education resulting in engaged children who enjoy, and have a passion for, the subject, thus leading to motivated learners with sound understanding.

Our approach to Religious Education enables our children to develop their;

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.
- ability to consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- ability to understand the influence of religion on individuals, families, communities and cultures;
- ability to learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- ability to learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues
- their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses;

R.E days

In addition to the learning linked to the Oxford Diocese Scheme, the whole school participates in annual R.E days. This raises awareness, spark enthusiasm and celebrate R.E. For this we use planning from Understanding Christianity and our focus is incarnation. At Buckingham Park this allows all pupils to come off-timetable and experience a deeper level of understanding than our usual RE lessons allow for. This sometimes allows us to welcome members of the wider community to support our understanding.

Resources

At Buckingham Park we have a wide range of R.E resources, artefacts from different faiths and sacred texts and other relevant texts. Resources are stored labelled cupboards in Room 5 and regularly audited and updated by the R.E. leaders. Teachers are actively encouraged to look and use the resources we have available when teaching a unit.

The role of the subject leader

The role of the R.E. subject leader at Buckingham Park is to support teachers to ensure that R.E. is taught by the class teacher on a weekly basis, taught well throughout the school, and that teachers aspire to excellence. This may take the form of staff training during staff meetings, mentoring, team-teaching or peer observations.

As subject leader it is important to be enthusiastic about R.E., model good practice in the subject and to lead by example. This is supported by being a member of NATRE and we attend local Primary R.E Network meetings.

Marking

R.E. work is marked in line with the Buckingham Park Marking Policy. Please refer to this document for further information.

Assessment

There is no formal assessment in R.E.. Teacher assessment is used taking into account discussions that have taken place in response to the children's answers to the big question at the beginning and end of each unit.

Children are assessed according to the following criteria:

All children should be able to: Most children will be able to: Some children will be able to:

Teachers also assess/ comment on what went well and what could be improved

Monitoring

The impact of our R.E. curriculum at Buckingham Park is measured through the school's ongoing monitoring schedule to ensure the best outcomes for our children and give them the opportunity to excel in R.E.. This includes:

- learning walks
- looking at planning
- book looks
- lesson observations
- discussion with class teachers
- classroom displays/working walls
- pupil voice

Monitoring is used to identify and measure whether:

- our children enjoy R.E.
- our children are knowledgeable and empathetic of all faiths and none
- there is a clear progression of children's work and teachers' expectations
- teacher feedback impacts on learning
- all children including our most vulnerable are making progress

SEN/ Inclusion

At Buckingham Park School, we value, nurture and celebrate the skills and talents of every child.

Our curriculum is aspirational, vibrant, engaging and inclusive. We strive to enable all children to do their best and optimise their potential through quality first teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in accessing the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording.

The careful planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners is at the heart of our curriculum intent and fosters the implementation of our curriculum and the

development of skills, in both academic and non-academic subjects equally, ensuring equality of opportunity and a broad and balanced provision- for all learners- in a holistic and personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum to reflect our multi-cultural, multi faith school community and so that quality, first-hand experiences are presented in a multitude of ways enabling full participation and maximum engagement. All educational visits are risk assessed and planned, so that every child may access and enjoy these educational opportunities, capitalising on enriching and memorable experiences.