



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – R.E.**

**R.E. LEADER: Jennie Sycamore**

### **Subject Overview**

At Primrose Hill, we recognise the need for all children to be well-prepared for life in an increasingly diverse society. They need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can respect religious and cultural differences and make a positive and compassionate contribution to their community. Our teaching follows the 2021 Lancashire Agreed Syllabus for RE as this takes into account the religious and cultural make-up of the local area, but we have also considered the different cultures and ethnicities of families in our school. We acknowledge that the majority of our pupils come from a white background and need opportunities to learn more about and mix with children from different backgrounds. The Lancashire Agreed Syllabus for RE makes a clear connection between RE and pupils' spiritual, moral, social and cultural development. This enables us to promote fundamental British values throughout the children's education. RE is a subject within which rich, purposeful learning opportunities can be linked to other areas of the curriculum, including art, music, English, dance and outdoor learning. The large majority of pupils progress through the curriculum content at the same pace, whilst additional support and challenge is provided when necessary, encouraging children's individual flair and fluency. RE is taught in mixed ability classes for the majority of the time as we believe all children can achieve. In this approach, all children are exposed to some higher-level thinking questions and problem-solving as well as having the opportunity to collaborate and develop a growth mind-set through working with their peers.

### **Curriculum Mapping Rationale**

RE teaching at Primrose Hill is based on the 2021 Lancashire Agreed Syllabus for Religious Education but personalised to our children's experiences and their needs whenever possible. The Syllabus was updated in 2021 and we launched it across all key stages at the start of the 2022 academic year. We use The Lancashire Field of Enquiry model that enables teachers to fulfil the aims of the syllabus and support pupils' personal search for meaning as they explore what it is to be human. In each Year Group there are three half term units linked to Christianity, one unit to Islam and one to Hinduism. This reflects the families that make up our school community. The final unit in each year group is then dedicated to either Judaism, Sikhism or Buddhism and these are spread across the key stages. Our RE Curriculum Maps detail the units covered each half term within each year group.

A given key question provides the central line of enquiry across each year group and then focus questions provide a point of exploration within each religion. Each unit of work is structured to include the following four elements:

- Shared human experience - the nature of being human.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values – the theology that lies at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

The RE curriculum in the EYFS incorporates a wide variety of experiences linked to special times, special books and special places across several different religions. Children will study Christianity and compare this with the beliefs and practices of other religions. RE is primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside. Opportunities are also given for RE to be embedded through continuous provision activities.

## **Assessment**

Assessment in RE is on-going throughout each unit of work and throughout the year. Hinduism, Islam and Christianity are taught progressively across the school, whilst Buddhism, Judaism and Sikhism are taught within each Key Stage and not progressively. Each unit of work includes the facts that the children are required to know from each religion, whilst the core progression of knowledge lays out the skills necessary to understand, discuss and apply religion in general. Summative attainment results at the end of KS1 and KS2 are submitted using the 'End of Key Stage Expectations' document as a guide. These results are also reported to Governors. Evidence for assessment is taken from notes, photographs, written work, and floor books.

## **Enrichment opportunities**

### **EYFS**

Christian minister visitor – Harvest (Autumn term)  
Hindu visitors x2 – Diwali dancing and art (Autumn term)  
Christmas Nativity play (Autumn term)  
Islam visitor (Spring term)  
Sikh visitor assembly (Summer term)  
Visit to Euxton Parish Church (Summer term)

### **Year 1**

Harvest Festival assembly for parents (Autumn term)  
Hindu visitor – Diwali (Autumn term)  
Christmas Nativity play (Autumn term)  
Judaism visitor – Judaism (Spring term)  
Sikh visitor assembly (Summer term)

### **Year 2**

Hindu visitor – Diwali (Autumn term)  
Hindu temple visit (Autumn term)  
Christmas Nativity play (Autumn term)  
Islam visitor (Spring term)  
Sikh visitor assembly (Summer term)

### **Year 3**

Christmas Carol Concert in Euxton Parish Church (Autumn term)  
Judaism visitor (Spring term)  
Sikhism visitor (Summer term)

### **Year 4**

Christmas Carol Concert in Euxton Parish Church (Autumn term)  
Sikhism visitor (Summer term)

### **Year 5**

Christmas Carol Concert in Euxton Parish Church (Autumn term)  
Judaism visitor (Spring term)  
Sikhism visitor (Summer term)  
Hindu zoom call (Summer term)

### **Year 6**

Macmillan Coffee morning (Autumn term)  
Christmas Carol Concert in Euxton Parish Church (Autumn term)  
Islam visitor (Spring term)  
Hindu zoom call (Summer term)  
Sikh visitor assembly (Summer term)



Visit to Euxton Parish Church



Celebrating Holi



Celebrating Diwali



Performing the Christmas Nativity



Learning about Sikhism



Celebrating the Coronation with the Archbishop of Canterbury

## Review of Previous Subject Development Plan 2024/2025

Target	Steps to achieving target	Impact
<ul style="list-style-type: none"> <li>➤ Ensure that sources and artefacts are being used to enhance RE teaching and that links are made in lessons to the visitors and visits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire sent out to audit resources and what more we may need to purchase.</li> <li>➤ In process of collecting and storing all RE resources into a central area.</li> </ul>	Enhances learning outcomes and makes learning hands on. It ensures students learn in multiple ways which supports differentiated instructions.
<ul style="list-style-type: none"> <li>➤ To build links with Deepdale Primary School in Preston to allow children to build relationships with children of different cultures and religions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Target was set by a previous subject leader who had connections to the school so this has not been able to be completed.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>➤</li> </ul>		

## Staff training 2024/25:

Staff CPD Undertaken	Impact
Jennie Sycamore - Network meeting for Religious Education November 2024	The 2024 meeting reviewed the previous meetings agenda from the Summer term. Lots of resources were shared amongst the staff members and religious visits were discussed. Assessment was talked about and each school shared what they use to assess children in Re. It was decided that termly meeting would be scheduled for

	the rest of the year. Since this meeting no more have been held but there is an email thread to share best practice.
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## **Current Targets for Subject Development Plan 2025/26**

<b><u>Target</u></b>	<b><u>Steps to achieve target</u></b>
➤ Review and revise the RE curriculum map to ensure clear and consistent progression of units of work.	➤ Audit the RE planning and units across all year groups. ➤ Identify overlaps, gaps and missed opportunities for progression. ➤ Work alongside teachers to align medium term plans with curriculum intent.
➤ Improve staff confidence and subject knowledge in RE.	➤ Teachers to complete questionnaire on confidence in RE and use this to support staff.
➤ Increase opportunities for interfaith and real world learning.	➤ Continue visits and visitors into school ensuring it promotes real life learning and promote understanding of different beliefs and cultures.

## **Planned Staff training and intended impact:**

<b><u>Staff CPD</u></b>	<b><u>Intended Impact</u></b>
JS (subject leader) will provide on-going training and support for any member of staff who requires it linked to the Lancashire Agreed Syllabus 2021.	To make sure that all members of staff teaching RE are confident and knowledgeable and that the children are given the best opportunities to extend their learning.
JS to attend RE Network meeting	To ensure that the subject leader is up-to-date with current best practice and statutory requirements for RE.