

# How we teach R.E at Tudor School

**TUDOR PRIMARY SCHOOL**

Spring 2025

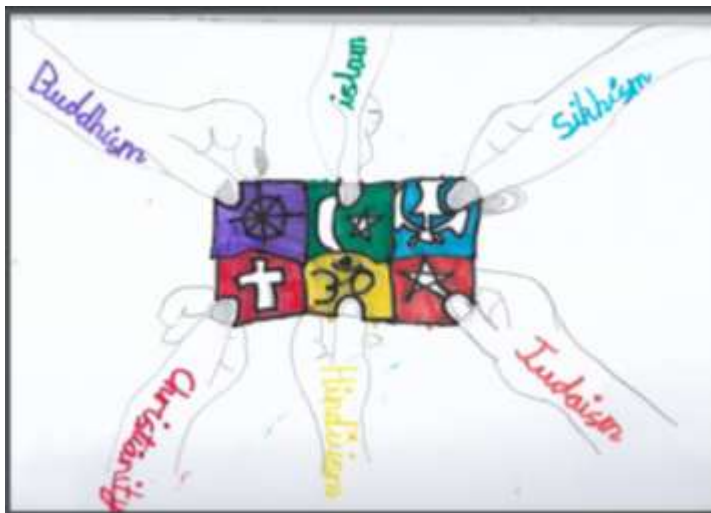
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***'As members of a diverse community we aim for pupils to be tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views.'***

Jenny Coles (Director of Children's Services, Hertfordshire)

Carol-Anne Chandler (Chair of Agreed Syllabus Conference, Hertfordshire)

Adopted by Tudor Primary School



**By Edward, Year 3**

# Intent

## Religious Education at Our School

At Tudor Primary we follow the [Hertfordshire Agreed Syllabus of Religious Education 2023 – 2028](#) and the Hertfordshire non-statutory guidance [Religion for Today and Tomorrow](#) which we use as the basis of our planning and delivery of RE.

The purpose of study of RE at Tudor is to enable our pupils to become religiously and theologically literate about Christianity, principal religions and worldviews.

We do this at Tudor Primary School by developing our pupil's knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses** through the programme of studies eight key areas:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness.

# Aims

## Aim of RE at Tudor School

At Tudor we aim to ensure that our pupils have planned opportunities to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

We want our pupils to become religiously and theologically literate so that they can engage in an increasingly diverse society.

We want to assist them in gaining shared human understanding, develop their own personal identity and be able to arrive at their own opinions by being able to evaluate differing viewpoints.

# Implementation

## Which religions are studied at Tudor and when?

RE at Tudor reflects that the religious traditions in Great Britain are mainly Christian, while taking account of the other five principal religions: *Buddhism, Hinduism, Islam, Judaism and Sikhism*.

As an inclusive school and one that values individuals, RE at Tudor reflects pupils who are members of other world faiths.

The eight key areas from the programmes of study and the teaching of religions and world views are set out as below:

	Principal Religions to be studied	Key Areas (POS)			
EYFS	Christianity and religions represented in the class, school and local community	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
		Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness
		AUTUMN		SPRING	SUMMER
Year 1	Christianity Islam	Identity and belonging		Sources of wisdom	Prayer, worship, reflection
Year 2		Beliefs and practices		Human responsibility and values	Symbols and actions
	Ultimate questions				
		Justice and fairness			
Year 3	Christianity Hinduism Sikhism	Sources of wisdom		Human responsibility and values	Prayer, worship, reflection
		Beliefs and practices			
Year 4		Ultimate questions		Symbols and actions	Justice and fairness
		Identity and belonging			
Year 5	Christianity Judaism Buddhism	Ultimate questions		Identity and belonging	Human responsibility and values
		Sources of wisdom			
Year 6		Prayer, worship, reflection		Symbols and actions	Justice and fairness
		Beliefs and practices			

## RE in EYFS

RE in EYFS is delivered flexibly in line with the EYFS development matters framework. All eight key areas are visited across EYFS at Tudor ensuring Christianity and the religions represented in our classrooms, school and our local Tudor community are represented.

Our nursery curriculum at Tudor promotes our pupils spiritual, moral, social and cultural development.

The aim of RE in EYFS is to support a growing sense of our pupil's awareness of self, their own community and their place within this by planning opportunities through talk, gesture and play.

## RE in Key Stage 1

RE at Tudor in Key Stage 1 and Key stage 2 is taught at an identifiable time in line with the recommendations made by the Hertfordshire Agreed Syllabus.

At Key Stage 1 pupils undertake an ***in-depth study of Christianity along with the one principal religion of Islam***, whilst including aspects of other religions and worldviews.

The eight key areas are visited across Key Stage 1.

45 minutes of RE per week is taught in KS1 at Tudor School.

## RE in Key Stage 2

At Key Stage 2 pupils undertake **an in-depth study of Christianity along with four principal religions. Hinduism and Sikhism are the focus in years 3 and 4 and Judaism and Buddhism in years 5 and 6**, whilst including aspects of other religions and worldviews.

The eight key areas are visited across lower Key stage 2 and again during upper Key Stage 2.

One hour of RE per week is taught in KS2 at Tudor School.

## How do we plan, teach and assess RE at Tudor?



Teachers at Tudor are continually planning to meet the learning outcomes in the eight key areas of RE for each programme of study.

The teaching of RE at Tudor involves a mixture of direct teaching of the whole class or smaller groups using strategies such as questioning, discussion, asking and answering questions, use of artefacts and faith visitors to keep our pupils actively engaged.

## How do we assess RE at Tudor?

Assessment at Tudor has two main functions: as a guide to planning and to summarise what a pupil has learned

Pupil success is assessed during and after lessons on the whole school feedback sheets. This may be based on conversations had with pupils that demonstrate their understanding or their completion of a set activity, whilst also considering their use of correct RE vocabulary. This allows teachers to make adjustments and plan for additional support or challenges when planning for progression.

Teachers use this feedback from prior lessons to make a judgement about the current level of attainment for each pupil as to whether they are on track to meet their age related expectations as set out in the Tudor School Assessing Across The Curriculum document.

## How do we support our SEND pupils?

At Tudor we endeavour to ensure every child has equal access to learning and the same opportunities to achieve. In RE we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- Use of visual aids e.g., vocabulary mats, checklists
- Pre teaching
- Additional adult support
- Use of learning partners
- Tasks and activities being simplified/adjusted as required

## How do we use artefacts in our lessons at Tudor?

Tudor has a range of artefacts that represent the 6 principal religions that our pupils learn about. These artefacts are planned for in lessons to develop knowledge and understanding of **sources of wisdom and their impact**. The use of such artefacts are also used to encourage our pupils to explore their **personal and critical responses** to the various artefacts through observing their place within each of the principal religions they represent.

## How do we address requests for withdrawal from RE at Tudor?

The Hertfordshire Agreed Syllabus for Religious Education 2023 – 2028 states that parents have a right to withdraw their children from receiving religious education. Requests can be made for pupils to be wholly or partly excused from attending any RE at the school.

At Tudor we ask that any requests for children to be withdrawn from RE are made in writing to the Head Teacher. We aim to meet quickly with parents to understand the basis for the request.

## **Impact**

Pupils will make good progress from their own personal starting point. Our pupils will have knowledge and an understanding about religions and worldviews in their local community and the wider world. They will be able to understand the impact it has on its believers and be able to express their own personal reflections and opinions. They will be well equipped to continue to progress in the remainder of their time in education.