

Bleak Hill Primary School

Religious education policy

september 2023

2023

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| **Religious Education** |

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| **Autumn 2023** | **Autumn 2026** | **R Heyes** |  |

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| Vision | At Bleak Hill our vision is to develop children's skills of; enquiry, reasoned argument and reflection. In school, we follow the national guidance issued by the Lancashire Agreed Syllabus.  Religious education contributes dynamically to children and young people’s education in school by provoking challenging questions about; the meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.  Our world is enriched by a wide and profound diversity of cultures and beliefs. We as human beings are strengthened and empowered by learning from each other.  Engaging and stimulating religious education helps to nurture; informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or ‘risky’ questions can be tackled within a safe but challenging context.  In R.E, pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.  Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society with its diverse understanding of life from religious and other world views.  Pupils should gain and deploy the skills needed to; understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ. |
| Intent | At Bleak Hill Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.  Religious Education plays an important role, along with all other curriculum areas, particularly PHSE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.  Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence. |
| Implementation | We use the Agreed Syllabus for Religious Education developed by Lancashire as the basis for our curriculum. At Bleak Hill, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study: Christianity, Islam, Judaism, Hinduism, Buddhism & Sikhism.  From the syllabus it is required that: In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures  KS1 - Christianity is studied (and one other principal religion in some depth)  KS2 – Christianity is studied (and two other principal religions in some depth)  There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community. We are extremely lucky that members of the local church, St Andrew’s, regularly visit our school to carry out assemblies.  We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. |
| Impact | The children at Bleak Hill enjoy learning about other religions and why people choose or choose not to follow a religion.  Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life. As such, R.E. is invaluable in an ever-changing world. |

We believe that this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Education Act 1944
* Education Reform Act 1988
* Education Act 1996
* Equality Act 2010

The following documentation is also related to this policy:

* Teaching a broad and balanced curriculum for education recovery (DfE)
* The Education Inspection Framework (Ofsted 2021)
* An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
* Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

* Equality Act 2010: Advice for Schools (DfE)
* The National Curriculum in England Framework Document (DfE) 2014
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that although religious education is not a national curriculum subject, we have a duty to provide RE for all registered pupils.

We teach RE according to the local authority's agreed syllabus which reflects the fact that the religious traditions in Britain as a whole are, in the main, Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

We want pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. We want them to gain a greater understanding of themselves and to have a sympathetic awareness of the needs of others.

We respect the faith background of all pupils, parents and school personnel. We acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason and that teaching staff have the right to withdraw from teaching RE.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

* How do we design and provide a curriculum that is broad and balanced for all pupils? (curriculum intent)
* How do we deliver our curriculum through teaching, assessment and feedback? (curriculum implementation)
* How do we assess pupil achievement through external tests/exam results and by our own school data? (curriculum impact)

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

**Aims**

* To develop the knowledge and understanding of Christianity and other major religions in Britain as a whole and in the local community.
* To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
* To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
* To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
* To ensure compliance with all relevant legislation connected to this policy.
* To work with other schools and the local authority to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

The governing body has:

* a legal duty to provide RE for all registered pupils;
* appointed a member of staff to be the RE coordinator;
* delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring that funding is in place to support this policy;
* responsibility for ensuring that this policy and all policies are maintained and updated regularly;
* responsibility for ensuring that all policies are made available to parents;
* the responsibility of involving the school council in:
* determining this policy with the governing body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the governing body
* nominated a link governor to:
* visit the school regularly;
* work closely with the headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the governing body every term;
* annually report to the governing body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The headteacher will:

* work in conjunction with the senior leadership team to ensure that all school personnel, pupils and parents are aware of and comply with this policy;
* ensure that RE is taught to the local authority’s agreed syllabus as determined by the Lancashire Standing Advisory Council on Religious Education (Lancashire SACRE);
* ensure that teachers:
* ‘have good knowledge of the subject(s) and courses they teach;
* have effective support for those teaching outside their main areas of expertise;
* present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
* check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
* design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
* use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
* create an environment that allows the learner to focus on learning;
* develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading;
* use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’.

(Amended from the ‘Education Inspection Framework’ (Ofsted 2021)

* work closely with the curriculum leader, subject leaders and the link governor;
* encourage parents to take an active role in curriculum development;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by:
* observing teaching and learning
* planning scrutinies and work trawls
* discussions with pupils and members of the school council
* annually report to the governing body on the success and development of this policy.

**Role of the Curriculum Leader**

The curriculum leader will:

* provide strategic leadership and direction;
* provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in a democratic Britain;
* coordinate with a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil’s learning and teaching experiences and opportunities throughout the school;
* provide an environment that is fun, stimulating and challenging to all pupils;
* promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
* equip children with a range of skills and a desire for lifelong learning;
* ensure appropriate coverage of the curriculum;
* provide support and advice;
* monitor pupil progress;
* ensure sufficient and up to date resources are in place.

**Role of the Subject Leader**

The coordinator will:

* lead the development of this policy throughout the school;
* ensure that Attainment Target 1 (learning about religion) and Attainment Target 2 (learning from religion) are taught;
* work closely with the headteacher, curriculum leader, the nominated governor and SENCO;
* be accountable for standards in this subject area;
* monitor standards by:
* auditing the subject area
* review of the scheme of work
* monitoring teachers planning
* lesson observations
* scrutinising children's work
* discussions with pupils
* work in conjunction with the headteacher, senior leadership team, the curriculum leader, subject leaders, teaching and support personnel to provide statements on each of the following:

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| **We …** | | **Evidence** |
| **Intent** | * have constructed a ‘curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life’ by: | Long Term Plans  Significant Individuals  Trips and Visits |
| * provide a curriculum that is ‘coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by: | Long Term Plans  Medium Term Plans  Bespoke Knowledge Organisers |
| * have the ‘same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND’ by: | Access for all documents |
| * ensure ‘learners study the full curriculum “specialising” only when necessary’ by: | Following  Lancashire Agreed Syllabus  Building sequenced lessons |
| **Implementation** | * ensure ‘teachers have good knowledge of the subject(s) and courses they teach’ by: | Access to National College CPD |
| * provide ‘effective support for those teaching outside their main areas of expertise’ by: | Access to National College CPD  Support from Curriculum Leaders |
| * ensure ‘teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching’ by: | Subject portfolios  Book evaluations  Progression of knowledge and skills documents |
| * ensure teachers ‘check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback’ by: | Misconceptions box on Medium Term Plans  Feedback policy |
| * ensure teachers ‘respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by: | Access for All documents |
| * ensure ‘over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts’ by: | Access to National College CPD |
|  | * ensure assessment is used well in order to ‘help learners embed and use knowledge fluently or to check understanding and inform teaching’ by: | Exit Tasks  Assessment spreadsheet  Access for All Documents |
| * ‘understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’ by: | Formative assessment and targeted questioning |
| * ensure ‘teachers create an environment that allows the learner to focus on learning’ by: | REACH approach  High expectations across school  Working Walls  Whole School Displays |
| * ensure ‘the resources and materials that teachers select reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by: | Lessons planned around key knowledge, not activities  Progression of knowledge and skills documents |
| * ensure ‘a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment of reading’ by: | Reading embedded throughout the curriculum |
| * ensure that ‘at the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge’ by: | Exit tasks  End of unit assessments  Continuous questioning |
| **Impact** | * ensure ‘learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well’ by: | Exit tasks  End of unit assessments  Continuous questioning |
| * ensure ‘learners are ready for the next stage of education, employment or training’ by: | Exit tasks  End of unit assessments  Continuous questioning |

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

* ensure continuity and progression throughout the school;
* devise a subject improvement plan;
* provide guidance and support to all staff;
* provide training for all staff on induction and when the need arises;
* attend appropriate and relevant INSET;
* keep up to date with new developments;
* undertake an annual audit and stock take of resources;
* purchase new resources when required and in preparation for the new academic year;
* manage the subject budget effectively;
* undertake risk assessments when required;
* review and monitor;
* annually report to the governing body on the success and development of this policy.

**Role of School Personnel**

Teachers will:

* be aware that they have the right to withdraw from teaching RE;
* comply with all aspects of this policy;
* work closely with the subject leader to develop this policy;
* devise medium and short term planning;
* develop pupils' spoken language, reading, writing and vocabulary in all subjects;
* plan and deliver good to outstanding lessons;
* use a variety of teaching styles;
* plan differentiated lessons which are interactive, engaging, of a good pace and have a three-part structure;
* have high expectations for all children and will provide work that will extend them;
* assess, record and report on the development, progress and attainment of pupils;
* achieve high standards;
* celebrate the success of pupils in lessons;
* maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
* work in partnership with parents and carers in keeping them up to date with their child's progress and behaviour at school;
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community.

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* participate fully in all lessons;
* participate in discussions concerning progress and attainment;
* treat others, their work and equipment with respect;
* support the school’s code of conduct and guidance necessary to ensure the smooth running of the school;
* liaise with the school council;
* take part in questionnaires and surveys.

**Role of Parents**

Parents/carers will:

* be aware of and comply with this policy;
* be aware that they have the right to withdraw their child(ren) wholly or partly from RE without providing a reason;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* be encouraged to work in the school as volunteers;
* be encouraged to respond to the curriculum information newsletter;
* be informed via termly newsletters of their child’s topics;
* asked to provide suggestions and ideas for improving this subject;
* be asked to take part in periodic surveys conducted by the school on curriculum development;
* be invited to make presentations to pupils on aspects of this subject area;
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* expect their child to hand in homework on time;
* join the school in celebrating success of their child's learning.

**Teaching and Learning**

Through teaching and learning we want our pupils to:

* learn about religious traditions;
* reflect on what the religious ideas and concepts mean to them;
* extend their own sense of values;
* promote their own spiritual growth and development.

**Curriculum Planning**

All long, medium and short term planning is based on the local authority’s agreed syllabus.

**Differentiation**

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.

We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

We differentiate by:

* setting common open-ended tasks;
* setting tasks of increasing difficulty;
* grouping pupils according to ability and setting different tasks for each group;
* providing resources of different complexities, matched to the ability of the child;
* using additional resources to support the work of individual children or groups of children;
* using peer support by partnering pupils of different abilities to complete tasks.

**Cross Curricular Links**

RE has links to English, History, Geography, Art, PSHE and Citizenship, Equal Opportunities and Ethnic Diversity.

**Special Educational Needs**

We recognise the need to tailor our approach to support children with:

* special educational needs;
* as well as those who are identified as gifted and talented.

**Inclusion**

All children at this school are taught RE whatever their ability, race or gender.

We believe that we are an educationally inclusive school, as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school, such as children:

* from both sexes;
* who have special educational needs;
* who are looked after;
* from minority faiths, ethnicities, travelers, asylum seekers, refugees;
* who are gifted and talented;
* who are at risk of disaffection;
* who are young carers;
* who are sick;
* who have behavioural, emotional and social needs;
* from families who are under stress.

**Assessment for Learning**

Teachers will:

* carry out continuous assessment;
* use short-term assessments matched to the teaching objectives to adjust their planning;
* make comments in pupil's books related to the teaching objective;
* carry out medium-term assessments to measure progress against key objectives to adjust planning;
* carry out long-term assessment to assess progress against school and national targets;
* administer national tests and assessment in Y2 and Y6;
* carry out tests at the end of Y3, Y4 and Y5;
* use long-term assessments to help them plan for the next academic year;
* inform parents and carers of their child's progress and targets.

**Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

The RE coordinator keeps all staff up to date with new developments and resources. Published resources are available from the central library.

**Raising awareness of this policy**

We will raise awareness of this policy via:

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| * School handbook/prospectus; * School website; * Staff handbook; * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; * School events; * Meetings with school personnel; * Written communications with home such as weekly newsletters and of end of half term newsletters; * Annual report to parents; | * Headteacher reports to the governing body; * Information displays in the main school entrance; * Text messages; * Email; |

**Training**

We:

* have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
* All aspects of this policy
* All aspects of this policy
* Curriculum
* Teaching and Learning
* Differentiation
* Assessment
* Monitoring and Evaluation
* Special Educational Needs
* Academically More Able, Gifted and Talented Pupils
* Key skills
* Equal opportunities
* Inclusion
* Equal opportunities
* Inclusion
* ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
* have in place evidence for all staff:
* that highlights the knowledge gaps in the training;
* that shows how those knowledge gaps were corrected

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

**Linked Policies**

* Art
* Assessment
* Curriculum
* Curriculum Intent, Implementation and Impact
* Differentiation
* English
* Equal Opportunities
* Geography
* Gifted and Talented
* History
* Monitoring and Evaluation
* PSHE and Citizenship
* Self-Evaluation and School Improvement
* Special Educational Needs

**See Appendices Documents section on Policies for Schools Website**

* Frequency of Policy Monitoring
* Monitoring Implementation and Policy Effectiveness Action Plan
* Initial Equality Impact Assessment
* Policy Evaluation
* Policy Approval Form

We believe that this school policy:

* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings.

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |

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| **Addendum** |

We acknowledge the recent DfE non-statutory guidance ‘Teaching a broad and balanced curriculum for education recovery’ which offers suggestions:

* to teachers and leaders in reception and key stages 1 to 3;
* to help decide how to prioritise elements within their curriculum for education recovery;
* based on the good practice evident in many schools;
* to continue to teach a broad and balanced curriculum in all subjects including what pupils learn from educational visits and visitors to the school;
* to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum which includes key knowledge, skills, vocabulary, concepts and the links between concepts;
* to take a subject-specific approach when prioritising what to teach;
* that when making curriculum adjustments they should be informed by:
* an understanding of the critical content for progression in each subject
* what pupils do and do not know
* that questioning and discussion will reveal pupils’ gaps, misconceptions and insecure knowledge, so that effective can be implemented.

(Amended from ‘Teaching a broad and balanced curriculum for education recovery’ (DfE 2021))

We must ensure:

* pupils study concepts of religious and non-religious worldviews across all key stages;
* pupils develop thorough knowledge of a particular religion, its origins, settings, cultures, stories, sights and sounds in order to gain a secure sense of what religion is and a strong foundation for studying other religions;
* teachers retain breadth of study within a religion in order to prevent pupils developing misconceptions about what it means to be religious;
* we teach religions in depth to ensure pupils have a sense of the diversity of religions as well non-religious worldviews such as humanism;
* pupils secure basic ideas, teachings, stories and practices critical to religious and non-religious content;
* prioritising subject-specific content rather than generic skills since pupils require content for more complex tasks, activities and discussions;
* focusing on curriculum content that emphasises connections between concepts that support pupils to make links.

(Amended from ‘Teaching a broad and balanced curriculum for education recovery’ (DfE 2021))