

THE WILLOWS PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Intent

The study of Religious Education enhances pupils' awareness and understanding of religions, beliefs, teachings and practices, developing their spiritual, moral, social and cultural development. This enables children to understand the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

As a result of our Religious education curriculum, learners will develop a sense of identity and belonging as citizens in a multi-faith society and global community. They will be given opportunities for personal reflection to enable them to develop respect for and tolerance/sensitivity towards others, in particular those whose faiths, beliefs and practices are different from their own.

Pupils are encouraged to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions. Children will be able to develop their own questioning skills through opportunities to reflect on the 'big' questions of life and death, meaning and purpose. They will develop their ability to make reasoned and informed judgements about religious and moral issues, enabling them to develop respect for other people's right to hold different beliefs.

Teaching and learning in RE is enriched by a range of trips, visits and first hand experiences of places, people and artefacts. Experiences of this kind enable pupils to learn **about and from** other religions in meaningful ways.

Our aspiration is that children are inspired to be curious about different faith, practices, beliefs, values and traditions, developing a positive attitude towards living in a society of diverse religions, both in and out of school.

To be successful, learners must:

- develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain (Sikhism, Hinduism, Judaism and Islam)
- know key facts about major world religions that they have studied
- engage in developing their knowledge and understanding with Religious Education, regardless of their own beliefs and values
- reflect on their own beliefs, values and experiences and consider how they relate to and differ from those of other people.
- Use appropriate vocabulary and subject-specific terminology in order to articulate and communicate their thoughts, opinions and feelings when exploring aspects of Religious Education
- Connect learning within different aspects of RE and between RE and other subjects (e.g. history, geography and international learning)

Implementation

EYFS – Knowledge and Understanding of the World

During the Reception Year, pupils **MUST** encounter Christianity **PLUS** at least one other religion from Hinduism, Islam, Judaism and Sikhism.

In Foundation Stage RE is taught through the Knowledge and Understanding section of the Foundation Stage Curriculum. Through a cross-curricular approach, pupil will develop an understanding of their own needs, feelings and beliefs and those of others. It is expected that learning will be experiential and thematic during the EYFS.

Toddlers and young children will be learning to:

- Make connections between the features of their family and other families
- Notice differences between people.

3 and 4-year-olds will be learning to:

- Continue developing positive attitudes about the differences between people
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

Children in reception will be learning to:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

	Autumn Term	Spring Term	Summer Term
Y1	Let's Celebrate!	Is everybody special? <i>Does it feel special to belong?</i> <i>Who do I believe I am?</i>	Are some stories more important than others? <i>What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</i> Christianity/Judaism/Old Testament stories/Moral stories
			Places of Worship Exploring what a place of worship is and the importance of places of worship to religious believers and communities. The key features of a Jewish synagogue, Hindu mandir and Christian church, learning about objects, design and uses of each place of worship.
Y2	Do religious symbols mean the same to everyone? <i>Are symbols better than words at expressing religious beliefs? Who do I believe I am?</i>	Rules and Routines Exploring why we have rules and routines and how they help us in our everyday lives and from the viewpoint of different religions	Can stories change people? <i>Who do I believe I am? What can I learn from stories from religious traditions?</i>
	Should we celebrate Harvest or Christmas? <i>Are religious celebrations important to people? Is God important to everyone?</i>	Beginnings and Endings Exploring how beginnings and endings are marked in special ways in different religions and their own lives.	How should you spend the weekend? <i>Does it feel special to belong? Are symbols better than words at expressing religious beliefs?</i> Faith(s)/Themes: Judaism/Shabbat

	Autumn Term	Spring Term	Summer Term
Y3	KS2 RE VOCABULARY UNIT – a focus on developing children’s understanding of key RE vocabulary	Islam Exploring the key aspects of the Muslim faith - where Islam originated, about special places linked to Islam, about key festivals in Muslim life, symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.	Hinduism - Exploring its origins, core beliefs, festivals, special places, different holy books, key Hindu symbols and their meanings. Including visits to a local temple
	Is light a good symbol for celebration? Key Concepts: Light; Belief; Advent; Diwali; Chanukah. Learning Objective: to understand the <i>significance of light as a symbol of belief</i>		Christianity Exploring its origins, special places linked to Christianity, key festivals, symbols, the Christian holy book and the main beliefs held by Christians.
Y4	Sacred Texts - The Bible Exploring its origins, its role as a sacred religious text and how it is used by Christians around the world	Food and Fasting Exploring how food is used in everyday life, and within specific religions. Reflection end point - should believers give things up? Reflect and answer the question, drawing on what they have explored and learnt about food/fasting across different religions	Pilgrimages Exploring what pilgrimage is and the role it plays in the six main world religions Reflection end point - Is a holy journey necessary for believers? Reflect and answer the question, drawing on what they have explored and learnt about pilgrimages across different religions
	Did Jesus really do miracles? Key Concepts: <i>Miracles</i> Learning Objective: <i>to explore at least two miracles of Jesus and evaluate them</i>		

Y5	What is Worship? Children will explore what worship is, what it means to religious believers and how believers worship differently.	Are you inspired? Key Concepts: <i>Christ; Holy Spirit; Inspiration</i> ; Learning Objective: <i>to explore the work of the Holy Spirit in inspiring Christians in the past and today</i>	Does the community of the Gurdwara help Sikhs lead better lives? <i>To explore how the Gurdwara influences the life and belief of Sikhs</i>
	What is the True Meaning of Christmas for Christians? The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.		RE project – Sikhism Including visits to a local Gurdwara
Y6	Learning about Saints Exploring Saints, All Saints Day Comparing Saints with significant people Reflection end point - Are the saints encouraging role models? Reflect and answer the question, drawing on what they have explored and learnt about a range of Saints and Saints days	Is the resurrection important to Christians? Key Concepts: <i>Resurrection; Reincarnation; Funeral; Heaven</i> . Learning Objective: <i>to explore the resurrection of Jesus, the Easter narrative and concepts of life after death (COINS project)</i>	Creation Stories Exploring a range of creation stories Reflection end point - Does it matter what we believe about creation? Reflect and answer the question, drawing on what they have explored and learnt about different creation stories

Religious Education will be taught in accordance with the National Curriculum Programmes of Study and the Locally Agreed Syllabus for RE. ALL schools have the statutory obligation to teach Religious Education to ALL pupils. RE should be taught to all pupils in full-time education in schools, except for those withdrawn at the written request of their parents. (REFERENCE ‘EDUCATION ACT’ 1944, ‘RE IN ENGLISH SCHOOLS: NON-STATUTORY GUIDANCE 2010, DCSF).

Time and Organisation

RE is taught weekly in every year group. Pupils are taught in groups and as a class, according to the nature of the learning task.

Key Stage 1

Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group in Key Stage 1.

Key Stage 2

By the end of Key Stage 2 Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group, building on the learning achieved in Key Stage 1.

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work in their RE books.

Class RE Discussion books are used to capture thoughts, reflections and responses generated in lessons where the main method of teaching and learning has been discussion rather than written work/recording.

Resources

Each class has access to key resources such as artefacts and topic books relating to the major world religions, festivals, beliefs, teachings and practices being studied.

Outdoor Learning and Trips

Our RE curriculum is enriched by trips, workshops, visits and visiting speakers wherever possible. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop their knowledge within a growing awareness and understanding of the society of diverse religions within which they live.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, teacher assessment of written work, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the expected outcomes for this subject.

By the end of Key Stage 1 (Year 2, age 7), pupils are expected to achieve the following four outcomes in their study of Christianity and to achieve at least two of these outcomes for each of the other religion/s studied, mindful of the holistic learning needed by the end of the Primary Phase.

Key Stage 1 Expected outcomes - Enquiry and Impact	
Exp.A	Recognise and give simple accounts of the core beliefs.
Exp.B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp.C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp.D	Recognise the roles of religious leaders and sacred texts.

By the end of LOWER Key Stage 2 (Year 4, age 9), pupils are expected achieve the following four outcomes in their study of Christianity and to achieve at least two of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Lower Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Explain the significance of religious leaders and sacred texts.
Exp.B	Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Exp.C	Identify how core beliefs can guide lifestyle choices.
Exp.D	Recognise how religious identity can be shaped by family, community and practice.

By the end of UPPER Key Stage 2 (Year 6, age 11) pupils are expected to achieve the following four outcomes in their study of Christianity and to achieve at least two of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Upper Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Exp.B	Explain and demonstrate how and why believers show courage and commitment.
Exp.C	Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Exp.D	Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

On-going teacher assessment informs termly summative assessments based on the RE units of work completed for that term. Pupils are closely monitored throughout the year, using assessment grids which are highlighted to track attainment across the RE curriculum. These assessment grids are reviewed at the end of the academic year in order to identify a final end of year judgement. Children are assessed as being either: emerging, developing, securing or exceeding the expected standard for their year group. A statement about RE coverage is included in the annual written report to parents every year.

Withdrawal from Religious Education

Any parent(s)/carer(s) wishing to exercise their legal right to withdraw their child from Religious Education re requested to do so in writing to the Headteacher.



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SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand