Religious Education Policy

Rationale
“Religious Education should enable pupils to consider and respond to important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life” (QCA 1999)

Religious Education contributes educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.

Legal Requirement
From September 2000 Religious Education is a core curriculum subject within National Curriculum 2000. Religious Education includes all pupils except those withdrawn at the wish of their parents. At Southfield Primary School RE is taught in accordance with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Aims for R.E
The aim of RE in the school is to give children opportunities to be aware of and appreciate the chief world religions, and to be aware that religious belief helps people make sense of important issues in everyday life. At Southfield Primary School, we equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. We enable children to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Overall Aim
The overall aim is stated in the RE Agreed Syllabus:
The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Specific aims as stated in the agreed Syllabus
The following aims of Religious Education reflect the subject’s educational rationale and purpose. Religious education should help pupils to

- to acquire and develop a sound knowledge of Christianity and other principle world religions represented in Great Britain;
- develop an understanding of the influences of belief, values and traditions on individuals, communities, societies and culture;
have respect for other peoples’ views, respecting their right to hold different beliefs from their own and to celebrate the diversity in society,

develop investigative and research skills and to enable them to make reasoned judgements about religious issues;

develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teaching of principle religions represented in Great Britain.

Objectives
RE is designed to help children, according to their age and ability, to:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
   - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
   - explain how and why these beliefs are understood in different ways, by individuals and within communities
   - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
   - examine and explain how and why people express their beliefs in diverse ways
   - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
   - appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
   - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
   - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
   - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Areas of learning – Attainment targets (ATs):

A. make sense of a range of religious and non-religious beliefs
B. understand the impact and significance of religious and nonreligious beliefs
C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Knowledge and Understanding

Topics covered at KS1 namely 4+, Year 1 and Year 2
Why is the word ‘God’ so important to Christians? Why is Christmas special for Christians? Why is Easter special for Christians? Being special: where do we belong? Which places are specially valued and why? F6: Which stories are specially valued and why?

Topics covered at KS1 Year 1 and Year 2
What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times? Who is Jewish? What do they believe and how do they live? Who is a Muslim? What do they believe and how do they live? Why does Easter matter to Christians? What makes some places significant? What makes some places sacred to believers? How and why do we celebrate significant times?
What makes some celebrations sacred to believers? What can we learn from sacred books and stories? How do we show we care for others? Why does it matter? How do we show we care for the Earth? Why does it matter? Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? What is the ‘good news’ Christians believe Jesus brings?

**Topics covered at KS2 in years 3 and 4 are**
Where, how and why do people worship? Commitment during the journey of life. Who can inspire us? What is the ‘Trinity’ and why is it important for Christians? What kind of world did Jesus want? How and why do Christians follow Jesus? Why do Christians call the day Jesus died ‘Good Friday’? How do festivals and family life show what matters to Jewish people? How is faith expressed in Hindu communities and traditions? How is faith expressed in Sikh communities and traditions? How do festivals and worship show what matters to Muslims? Deeper meanings of festivals; For Christians, what was the impact of Pentecost? Why should we care for the natural world?

**Topics covered at KS2 in years 5 and 6 are**

In addition, all year groups learn about principal festivals of the five main religions.

**Teaching and Learning**
The content of the Agreed Syllabus for R.E is organised in the following way:-

**In KS1 and Foundation Year**
Children will encounter Christianity and Jews and/or Muslims as part of their growing sense of self, their own community and their place within it.

- the six core units are in half –termly blocks, set out in the long term plans and detailed in the medium term plans;
- Supplementary content is identified in the long term plan and covered as and when time and resources permit;
- Time allocated to RE is 36 hours per year. A weekly lesson of 45 minutes is usual.

**In KS2**
Children will encounter Christians, Muslims, Hindus and Jews. An additional study of Sikhs is appropriate if the school has Sikh pupils.

- the twelve core recommended study units are covered in termly blocks, set out in the 4 Year plan and detailed in the Medium Term Plan.
- Time allocated to RE is 39 hours per year. A weekly lesson of 60 minutes is usual. To make up for the stipulated 45 hours the 6 hours is made up for during days allocated for particular festivals e.g. Easter activity, Christmas etc

**In the Primary School**

- The RE planning ensures continuity, progression and an increasing depth of study;
- RE programmes will seek to develop knowledge and understanding alongside appropriate skills and attitudes e.g. empathy, sensitivity, tolerance, respect, questioning, evaluation and reflection;
We employ a variety of stimulating teaching methods including visits, visitors, handling artefacts, celebrating festivals, watching and listening to audio-visual materials and drama;

Provision for Special Educational Needs pupils and the opportunity to extend the more able pupils exist through a range of learning strategies. These include accessibility through resources used, complexity of task and expectation of outcome, questioning techniques and individual research;

Both boys and girls will have access to the curriculum and their levels of achievement will be monitored internally by the class teacher to ensure that pupils of both genders achieve the levels that they are capable of;

The needs of all children are met with advice taken from the appropriate co-ordinator.

Cross curricular links are forged where appropriate when opportunities arise;

Written assessments are detailed in the Medium Term Plans to inform the teacher at which level of attainment individual pupils are working.

Parental reports include references to progress in RE.

**Visits to local places of worship are timetabled on an annual programme:**

**Year 1** - Christian church

**Year 2** - Hindu temple

**Year 3** - Church of England, Catholic Church

**Year 4** - Synagogue

**Year 5** - Hindu Mandir, Gurdwara

**Year 6** - Mosque

Curriculum resources in the form of books, posters, artefacts, visual aids and videos are used. Children are taught using an annual programme offering continuity and a deeper understanding with each year group. Teaching approaches may be varied each year and depth of subject is expected.

**Skills**

Key skills which are developed through RE curriculum are:

- Ability to explain and communicate ideas
- Creative response to religious themes
- Sensitivity for the beliefs and values others
- Awareness of spiritual dimensions

**Assessment and recording**

**KS 1 and Early Years**

In Early Years and KS1 teachers’ assessment is mainly by oral response to the topic covered and observation of the pupil’s developing skills in empathy and reflection

In **KS2** we assess children’s work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

Parental reports include reference to progress in R.E
**Monitoring**

The RE co-ordinator will:

- Communicate a personal interest, knowledge and enthusiasm for RE
- Lead curriculum development, support and advise colleagues
- Maintain records, examples of work and policy documents.
- Manage and organise resources, including any financial allocation.
- Monitor and review progress and achievements in RE.
- Communicate as required with the Headteacher, governors and parents.