



Religious Education Policy

Approved by
Governors February 2015
To reviewed by February 2017

Introduction

William Reynolds Primary School and Nursery is a learning community, working in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another. At William Reynolds Primary School and Nursery, Religious Education (RE) makes a distinctive contribution to the school curriculum. RE develops learners' knowledge and understanding of and their ability to respond to, Christianity, other principal world religions and world views. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs and traditions and their influence on individuals, societies, communities and cultures. Through RE we also encourage pupils to consider challenging questions of meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Aims

RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.

The aims of teaching RE in our school are to enable children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and in particular of the faiths represented in our local community
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures from the local to the global
- Develop investigative and research skills to enable reasoned judgements about religious issues
- Enhance their own spiritual, moral, cultural and social development by:
 - a) Reflecting on their own experiences and to develop a personal response to the fundamental questions of life , and how religious beliefs and practices can relate to them
 - b) Express their own personal viewpoints in a thoughtful, reasoned and considerate way
- Develop a positive attitude towards other people who hold religious beliefs different from their own, and towards living in a society of diverse religions and beliefs

Key Skills to be developed

We place emphasis on active and engaging learning in RE providing a rich and exciting range of opportunities to develop learning and thinking skills as an integral part of teaching and learning.

Personal learning and thinking skills	Key skills in Religious Education
<ul style="list-style-type: none">• independent enquirers• creative thinkers• team workers• self-managers• effective participators• reflective learners.	<p>identify questions and define enquiries, using a range of methods, media and resources</p> <p>carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints</p> <p>present findings, explore interpretations, express ideas and feelings and develop arguments</p> <p>use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives</p>

Attitudes to be developed

We aim to encourage and develop the key attitudes including:

- Curiosity and wonder
- Commitment
- Fairness
- Respect
- Self- understanding
- Open - mindedness
- Critical mindedness
- Enquiry

Approaches to the teaching of Religious Education

In order to make RE a lively, active subject we employ a variety of teaching and learning approaches through discussions, recording, art, music, drama, the use of artefacts, stories and the use of periods of stillness and reflection.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

We use as a basis for our curriculum planning the Telford and Wrekin SACRE RE Scheme of Work written by Lat Blaylock. The Scheme of Work is outlined in the table on the next page.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Y R	<p>2. UNIT C Festivals: how are they celebrated? (Christmas, Eid, Passover, Divali, Harvest)</p> <p>Possible visit</p>	<p><i>Good News</i></p>	<p>1.UNIT A RE through play: a flexible ideas unit (many religions)</p>	<p>3. UNIT B Who celebrates what and how? (Wedding, birthday, welcoming a new baby)-Easter link</p> <p>Possible visit</p>	<p>4. UNIT D Myself: Who am I?</p>
Y1	<p>5. UNIT A Creation + Thanksgiving: How do we say 'thank you' for a beautiful world? (Jews and Christians)-Link to Harvest</p>	<p>Gifts and giving</p>	<p>8. UNIT D Finding out about Christian Churches</p> <p>Church/Synagogue visit</p>	<p>6. UNIT B Special stories: what can we learn? (Christians and Muslims)-Easter Link</p>	<p>7. UNIT C I wonder... Questions that Puzzle Us</p>
Y2	<p>9. UNIT A Respect for everyone: what does that mean?</p>	<p>Christmas Lights</p>	<p>12. UNIT D Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin</p> <p>Mosque visit</p>	<p>11. UNIT C Holy words: Why do religious people love their scriptures?-Easter Link</p>	<p>10. UNIT B Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)</p>
Y3	<p>13. UNIT A Divali: How and why is the festival celebrated and what does it mean?</p>	<p>Christmas is coming-Christmas customs around the World</p>	<p>15. UNIT C Leaders and followers in Family Life (Jewish and Christian)</p> <p>Possible visit/visitor in</p>	<p>14. UNIT B Living in Harmony: Stories to show we care</p>	<p>16. UNIT D Is life like a journey? (Christian, Muslim, Hindu)-Pilgrimage link</p>
Y4	<p>18. UNIT B Does a beautiful world mean there is a wonderful God? (Christian, non-religious)-Link to Harvest</p>	<p>The Christmas Message</p>	<p>17. UNIT A What can we learn from visiting sacred places? (Any two faiths)Possible visit</p>	<p>19. UNIT C Why do some people think Jesus is inspiring?-Link to Easter</p>	<p>20. UNIT D Keeping the 5 Pillars of Islam today</p>
Y5	<p>22. UNIT B Prayer: asking questions, and seeking answers.</p>	<p>Journeying</p>	<p>21. UNIT A Temptation: What can we learn from Muslims and Christians?</p>	<p>23. UNIT C Values: What can we learn from Christians and Humanists?</p>	<p>24. UNIT D Christian Aid and Islamic Relief: Can they change the world?</p> <p>Possible visit/visitor in</p>
Y6	<p>25. UNIT A Religion + the individual: Exploring commitment.</p> <p>Possible visit</p>	<p>The Mystery of Christmas-Christmas through the Gospels</p>	<p>26. UNIT B Words of Wisdom from Sikhs, Muslims and Christians</p>	<p>27. UNIT C Expressing spiritual ideas and beliefs about God through the arts (Christian)-Link to Easter</p>	<p>28. UNIT D What will make our community more respectful? (Many religions + beliefs)</p>

Balances:

- Christianity features in 20 of the 28 units
- Pupils will learn from Islam in 12 of the units
- Pupils will learn from Hinduism and Sikhism in 6 of the units
- Judaism and Buddhism feature more in the Key Stage Three programme of study but can be selected in some of these units as well.
- Many units address religions 'two at a time', for purposes of clarity and diversity, avoiding the confusion that can come from '6 religions in 6 lessons' (this is never recommended)

In accordance with Telford and Wrekin's' SACRE Re scheme of work we have agreed that from January 2015:

KS1 pupils will study Christianity as the principal focus and Islam as the major focus.

KS2 pupils will study Christianity as the principal focus, Islam as the major focus and Sikh as the minor focus. The children will also be introduced to Hinduism and Humanism.

All the core beliefs will be covered across KS1 and 2.

Religious Education has two attainment targets:

AT1 Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- Give an informed and considered response to religious and moral issues;
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- Identify and respond to the questions of meaning within religion.

Children will be **Learning about Religions** and **Learning from Religion** through:

- Investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
- Questioning; developing curiosity about life, relationships and the natural world
- Empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
- Reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
- Relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
- Expression; the ability to identify and explain feelings and aspects of religions

Teaching and Learning

Teaching and learning in RE is based upon the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Diwali to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

We provide challenging learning opportunities for children to work collaboratively and make choices in their own learning by:

- setting tasks which are open-ended and can have a variety of responses;

- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Curriculum Planning in Religious Education

We plan our RE curriculum in accordance with the LEA's Agreed Syllabus and have adapted the Scheme of work from Leicester titled "One Leicester Harmony and Diversity" as the basis for our curriculum planning. From January 2015 we will be following the new LA Scheme of Work. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in two phases. The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach RE topics in conjunction with our cross curricular approach to teaching and learning.

Our medium-term plans give details of each unit of work for each term. The plans list specific objectives and expected outcomes and outline creative learning opportunities.

Foundation Stage

We teach RE to all children in the school, including those in the reception class. While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience

of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. In our reception class, religious education is an integral part of the topic work covered during the year.

The contribution of RE to the wider curriculum

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy learning have religious themes or content, which encourages discussion, story-telling and drama and this is RE's way of promoting the skills of speaking and listening.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

PSHE, Citizenship, and Community Cohesion

Through our RE lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. Thus, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

Spiritual, Moral, Social and Cultural Development

Through RE in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing,

they develop their knowledge and understanding of the cultural context of their own lives.

Assessment for Learning

In line with the school policy on assessment and monitoring, a range of methods are used. The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work.

We assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the end of unit expectations. At the end of each year a written report is given to parents about their child's achievements in RE.

Learning Resources

We have sufficient resources in our school to be able to teach all our RE units. We keep resources for RE in a central location where there is a box of resources for each unit of work. There is a selection of religious artefacts which we use to enrich learning in religious RE. Additional materials and artefacts are available from Shropshire Schools Multicultural Development Service.

Subject Monitoring and Review

The RE subject leader and link governor is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. She is also responsible for supporting colleagues in the teaching of RE for being informed about current developments in the subject, and for providing direction for the subject in the school.

Areas for Development

- To introduce the new LEA Scheme of Work
- To agree Long Term Plan - new curriculum maps
- To audit current resources and resource the new Scheme of Work
- To introduce RE floor books to capture evidence

