



Religious Education Policy

William Reynolds Primary School and Nursery

June 2018

To reviewed June 2020

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These documents are referred to or link to this policy

The School Vision

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

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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, children learn to understand and respect different religions, beliefs and traditions and their influence on individuals, societies, communities and cultures. Through RE we also encourage children 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) *Expressing 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

Role of the Subject Leader

The role of the subject leader is to:

- advise and support staff in planning teaching and learning of Religious Education
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Religious Education with realistic and developmental targets
- audit, identify, purchase and organise Religious Education resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work

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.

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)

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

All the core beliefs will be covered across KS1 and KS2.

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

KS2 pupils 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.

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.

Spiritual, Moral, Social and Cultural Development (SMSC)

At William Reynolds Primary School and Nursery we recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures.

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. (Appendix 1)

"Leaders and staff provide a curriculum that is broad, balanced and interesting, and suited to the needs of the local community. Leaders' meticulous planning of the curriculum also ensures that provision for pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are taught about a wide range of faiths and cultures and this helps them to develop a high level of acceptance and understanding about diversity within the community."

Ofsted July 2017

Curriculum Planning in Religious Education

We plan our RE curriculum in accordance with the LA'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. 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.

Visitors and Visits

Visitors are a valuable resource. They bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values, clarification and problem solving. The use of visitors from the Islamic faith in Year 2 for example, provide children with expert knowledge and understanding with the opportunity to experience artefacts and ask questions.

Visits to local places of worship, are planned in the school curriculum maps for each year group.

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. (Appendix 2)

The contribution of RE to the wider curriculum

English

Religious Education contributes 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.

Computing

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.

Online Safety

To support children's learning in Religious Education, pupils may use specific online content and images or videos on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. When pupils are conducting their own research, child appropriate search engines such as 'KidRex' will be used. Pupils will be taught how to conduct safe searches by using KS1 / KS2 within their search.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Preparing Children for Life in Modern Britain

Through RE lessons children learn 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. At William Reynolds we will actively challenge pupils, staff and parents expressing opinions contrary to fundamental British Values, including 'extremist' views. All staff have completed PREVENT training to recognise the signs to reduce vulnerable pupil at risk of being indoctrinated and developing extremist views.

Equal opportunities

The Religious Education curriculum is planned, organised and taught in ways which are compatible with the school's equal opportunities policy. In our curriculum planning, we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Inclusion

RE lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with all teaching at the school, RE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

Assessment and Recording

At William Reynolds Primary School we assess children in Religious Education. We offer a **mastery** curriculum where the children are given opportunities to work above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children will have opportunities to do this and apply skills **independently, consistently and through choice** in RE lessons.

Children who show a particular flair or ability within RE are identified as **gifted and talented**.

We assess children's work in RE by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in RE. **(Appendix 3)**

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.

Withdrawal

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school. Parents can request the RE policy so that they are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching. This can be reviewed each year, in discussion with the parents.

Appendix 1

SMSC within Religious Education at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	<p>In the Foundation Stage most of the SMSC curriculum is taught through play based activities and interaction/discussion with peers.</p> <p>Opportunities for spiritual development come from thinking and talking about big questions and from reflecting on what is wonderful and awesome, reflecting on celebrations that are important to me and learning about and reflecting on different answers to the question 'Who am I?' and various ways in which we belong.</p>
Year 1	<p>There are many Opportunities for spiritual development in Year 1 as the children will begin to learn simply about and reflecting on important concepts and beliefs that are at the heart of religious traditions, and by sharing amazement and wonder. Noticing that a mystery can be answered by a belief. The children will develop Spiritually by considering how sacred stories and texts give guidance to some people, and beliefs lead to actions and reflect on Christian / Jewish stories and ideas or beliefs about creation. The children will think about how people express their beliefs and responses to God.</p> <p>Year 1 children will gain the opportunity for a class visit to a Church/Synagogue. In such buildings there is a sense of awe which will allow children to explore their spiritual development.</p>
Year 2	<p>Opportunities for spiritual development in Year 2 come from thinking about what makes a human being so special / important / sacred and recognising the humanity of others. The children will have time to discuss and reflect on key questions of meaning that are at the heart of religious traditions and practices.</p> <p>Children will consider how sacred texts give guidance to some people, and beliefs lead to actions. The SACRE scheme of work allows pupils to develop further by learning about and reflecting on the importance of the mosque as a place of worship for Muslims.</p>

	<p>In the spring term Year 2 children will get the opportunity to visit a Mosque.</p> <p>In such buildings there is a sense of awe which will allow children to explore their spiritual development.</p>
Year 3	<p>In year 3 Children will discuss and reflect on key questions of meaning and truth e.g. does good always win over evil? Is light stronger than darkness? This allows for further thinking and allows for opinions to be formed and questions to be asked. Opportunities for spiritual development come from exploring how people of faith respond to the needs of others and whether a having a faith makes a difference. Music as a form of spiritual expression is also relevant to the opportunities provided here. Children will also reflect on self-awareness and their own beliefs. Asking the question, 'Who influences my life?'</p>
Year 4	<p>Children in year 4 will develop Spiritually through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces</p> <p>They will reflect on the awe and wonder of the world and thinking about ultimate questions of origins: where do we come from? Do we matter, and why?</p> <p>The SACRE scheme of work units allow for personal development by learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity;</p>
Year 5	<p>By Year 5 children will be thinking more philosophically about the world and beliefs/ideas within it. Children will learn how to engage with ideas about how trust in God or submission to God has an impact on the ways we behave. They will have formed their own ideas about prayer and God.</p> <p>They will develop Spiritually by reflecting on how key beliefs can make a difference to people's lives and actions.</p>
Year 6	<p>In Year 6 children will raise more self-awareness and ask the question, 'Who influences my choices about good and bad, right and wrong?' They will increase their capacity to use skills of empathic reflection, silence and inner thought.</p> <p>Opportunities for spiritual development come from understanding how art enables Christians to express their feelings and thoughts in worship, and considering their own self expression of deep ideas and beliefs.</p> <p>The children will develop attitudes of open minded and courageous engagement with different views.</p>
<p>Whole School:</p> <p>Religious education in particular lends itself to spiritual development because of the subject matter it engages with; for example, its engagement with existential questions of meaning and purpose, its concern with beliefs and values and its focus on individuals and events, concepts and issues within which spiritual questions form an integral aspect.</p> <p>Children can reflect on their lives and ask/answer key 'big' questions about life during class based thoughts for the day which allows development</p>	

spiritually and socially.

Through religious and non-religious narrative with meaning, read during assemblies and in class work, children will develop spiritually. This, in turn, links to the idea of relationship, that spirituality derives from the fact that 'The story of my life is always embedded in the story of those communities from which I derive my identity' (MacIntyre 1985:221).

Throughout the whole school 'thoughts for the day' and class based worship or discussion aid development of children spiritually. Children who are developing **spiritually** in RE are creative, resourceful and able to identify and solve problems, have enquiring minds and think for themselves to process information, reason, and question and evaluate, know about big ideas and events that shape our world. This is taught as a whole school through celebration of Religious festivals, understanding of Religious issues and conflicts and looking after our world which are all addressed in whole school assemblies.

As a whole school the teaching of spirituality in RE aims to create confident individuals who have a sense of self-worth and personal identity taught through rewarding personal, group and class achievements throughout the school in Whole School Assemblies. We motivate children to relate well to others, form good relationships and deal well with their emotions. As a whole school we have systems for Rewards and Sanctions which are consistently used and teach children a range of ways to tackle their emotions from discussion to calming down activities. A particular example of this would be 'How do you feel today?' in the Sparklers Room and lighting a candle or putting on calming music to introduce an assembly or RE lesson.

Spiritual Development allows children to have a strong sense of their own place in the world.

Pupils' moral development is shown by their

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Foundation Stage	In the Foundation Stage there are opportunities for moral development from talking about what is fair and from working in teams and co-operating. The children will learn that each person is worth respecting even when we are different and that consideration needs to be taken to question the fairness of situations.
Year 1	Opportunities for moral development in Year 1 are made from discussing responsibilities for the world at present and simple ideas about 'green' living. This has a cross-curricular link to PSHE and science in the context of looking after the local environment. Children will develop morally through exploring simply how society is influenced by teachings and stories found in sacred texts. They will ask questions such as 'Why people do bad things and what good things we choose?'
Year 2	In Year 2, Opportunities for moral development come from recognising that we should treat everybody with respect even though we are all different. Activities such as role play and story boards will engage children to discuss what the right choice is? How do they know? They will also explore how society is influenced by teachings found in sacred texts and develop a sense of the importance of 'special' places. In Year 2 the children will be offered a trip to the central Mosque to enable them to notice and value diversity.
Year 3	Opportunities for moral development in Year 3 come from learning about our responsibility for others and thinking about concepts of right and wrong. The children will explore the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders. They will consider and question how religious beliefs lead to particular actions and practises.
Year 4	In Year 4 children will develop morally by thinking about goodness and spiritual life. They will continue building a respect for others' viewpoints and how they view the world and by developing insights into the value of the earth and environmental questions. They will also consider what is of ultimate value to their peers and believers through studying the key beliefs and teachings of Christianity.
Year 5	The Year 5 curriculum covers a lot of material relating to Moral development. Children will explore the moral choices we make by examining ideas of choice and responsibility and goodness for every child. They will develop a respect for those that are

	<p>different to themselves with the possibility of a member of the church community to come into school so the children can ask or gain answers to particular questions surrounding Christianity.</p> <p>They will have opportunity to think about their own attitudes to generosity, wealth and poverty and also think about values and studying stories that express values.</p> <p>Higher level work explores the consequences of our choices in terms of good and bad, right and wrong. This reflects through their home life and school life and the choices or behaviour they make.</p> <p>In Year 5 there is also a possibility for a Christian church visit into school and Kaleidoscope which allows Moral Development by valuing diversity and considering others.</p>
Year 6	<p>In Year 6 Children will develop Morally by exploring the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders and scriptures. Opportunities for moral development come from recognising the rights of all and the need for acceptance in human communities. There is much more questioning philosophically in this year group to widen their moral understanding.</p>
<p>Whole School</p> <p>Moral development in RE may be described as young people gaining a sense of moral values from their experience of learning, enabling them to think and act responsibly, courageously and compassionately towards themselves, other people, society and the environment.</p> <p>William Reynolds supports Moral development through Religious based discussions and stories in assemblies, the day to day decisions/choices the children make inclusive of behaviour, rewards and sanctions and the spectrum of Religions taught.</p> <p>Encouragement through whole school to listen to others, take turns and fundamental system of rights and wrongs being identified from the Early Years onwards. Children are encouraged to use their 'please' and 'thank you' through praise and most children will consider others by smaller moral actions such as pulling out chairs, opening doors and walking through corridors.</p> <p>Children are encouraged to relate well to others and form positive relationships with their peers and adults. As a school we have secure values and beliefs, and have principles to distinguish right from wrong to enable children to gain an understanding of Moralistic values.</p> <p>Subject Leader Assemblies explain how children may have careers in the subject. Opportunities for circle time are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.</p>	

The children's safety is paramount to William Reynolds. We have a Child Protection Team and all staff is trained in safeguarding. This enables the children to learn how to take managed risks but how to stay safe.

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

<p>Foundation Stage</p>	<p>Opportunities for social development in the foundation Stage come from playing together collaboratively with other children and using any means of communication they feel necessary. Activities can be set up for example, telephone lines, jigsaws, building blocks. Each child will explore the questions 'where do I belong?' and 'Who am I?' as they begin to learn about school and home routines.</p> <p>During the year there will be opportunities to learn about religious celebrations such as Christmas, Easter and Diwali. During their learning they will concentrate on thinking about why times spent celebrating are enjoyable and happy.</p>
<p>Year 1</p>	<p>Social development in Year 1 comes from learning from each other's ideas and beliefs during discussion and from co-operative creative work.</p> <p>Children will consider how two different communities use their holy writings by working in teams and pairs on learning tasks. When exploring more about who they are they will focus on their similarities and differences and what it is that makes them unique.</p> <p>There will be an opportunity in Year 1 to visit a Church and/or Synagogue where the children will ask questions and explore the places of worship together. To do this they will need to interact socially with people from different religions and work in groups or pairs to recognise different features about Christianity and Judaism.</p>
<p>Year 2</p>	<p>In Year 2 social development progresses by the children now being able to show an appreciation of the ways in which similarity and difference make life interesting.</p> <p>They will be able to articulate their own and others ideas about symbolism in religion and their own lives. They will be able to recognise how religious beliefs lead to particular actions. They will also consider how two different communities use their holy</p>

	<p>writings.</p> <p>On a possible Visit to the central Mosque, the children will be able to ask questions and explore the places of worship. To do this they will need to interact socially with people from a different religious background and report back to peers in class.</p>
Year 3	<p>The Year 3 SACRE scheme of work enable children in Year 3 to develop Socially by learning about and reflecting on important concepts and experiences e.g. coming together for family and community celebrations, freedom, salvation, victory of good over evil, enjoying diversity together.</p> <p>They will again consider how religious and other beliefs lead to particular actions and make comments on their feelings towards this.</p> <p>By examining a range of Religions children will be encouraged to think about how we all have different journeys of life and we all walk alongside people who are different from us. They will consider their own journey and talk in groups about the impact it has already had and may have on the rest of their lives.</p>
Year 4	<p>In Year 4 social development is shown through developing the children's awareness of the similarities and differences between places of worship and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities. Children will be encouraged to discuss as a class, work in teams and pairs.</p>
Year 5	<p>By Year 5 children will be able to work together in collaborative projects and activities. Higher level work will explore how values make a difference to our community and to society - the impact of morality. They will look at Religion and its impact on the World. They will interact socially by exploring some ideas about global community and inter-relatedness.</p> <p>In the current Year 5 class there has been a trip to the local Church (Kaleidoscope) which has allowed children to work on Christian projects in large groups.</p>
Year 6	<p>Year 6 children will develop Socially by considering how religious and other beliefs lead to particular actions which may have good or bad consequences for other people. There will be a lot more discussion in this Year group and time should be allowed for the children to write their own responses i.e.: thought bubbles and collaborative A3 work.</p> <p>Opportunities for social development come from developing an appreciation of the ways in which diversity enriches human life.</p>
<p>Whole School</p> <p>Whole school assemblies take place Monday, Tuesday, Thursday and Friday which allows for a social gathering.</p> <p>Children can reflect on their lives and ask/answer key 'big' questions about life during class based thoughts for the day which allows development spiritually and socially.</p> <p>Wednesdays Class based worship allows for extra learning socially through listening to each other's ideas and opinions, morally through stories and</p>	

questioning and culturally learning about what other cultures think.

We have an Eco-club which allows children to understand the importance of looking after our World by socially being involved in discussions to improve the school grounds and also help with developing areas within the school.

Visitors are co-operated well with, including those from different Religions whose rules it is important to follow in order to preserve the artefacts shared.

Additionally, religious education provides opportunities for social action such charity participation. As a whole school we have supported a range of charities for example Comic Relief.

Through its contribution to social and emotional aspects of learning religious education at William Reynolds can be seen to enhance the positive involvement of pupils within the school as a community by their of sharing ideas and values, taking part in decision making and ensuring that 'pupil voice' is heard and valued. This extends to working towards bingo nights, PTA Fairs and parents consultations.

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

<p>Foundation Stage</p>	<p>Foundation Stage RE creates Opportunities for cultural development from finding out about different cultures and beliefs through festivals mainly. Children will learn about cultures from celebrations of people from different cultures to their own. Opportunities for cultural development come from considering very simply the links between religion and cultures and how religions and beliefs contribute to cultural identity and practices that show 'belonging' (examples include food and clothes). The children will consider who they are and who everyone else in relation is.</p>
<p>Year 1</p>	<p>Opportunities for cultural development come from showing sensitivity to different beliefs and ideas about how the world was created, that may be different to our own. Through art the children will be able to use a range of media to demonstrate their own ideas how the world was created. The children will encounter a wide range of literature and stories from other cultures. They will be able to dramatise some of the stories, use prop boxes and storyboards to retell the stories they hear. Children will begin to notice that people are all different and all similar, including in the ways they respond to mysteries and puzzling questions. In Year 1's visit to Church and/or Synagogue The children will get the opportunity to respect other cultures feelings and values by learning behaviours when we visit such important places. They will also witness first-hand how other cultures live and what they believe. Opportunities for cultural development come from exploring how two religions make and use their holy buildings.</p>

Year 2	<p>Throughout Year 2 Opportunities for cultural development come from appreciating the wide and global range of cultures in our country.</p> <p>Children will encounter people, literature, arts and resources from Christian and Muslim cultures. They will explore patterns, symbols and their meaning to these religions.</p> <p>The children will develop Culturally by promoting racial and interfaith harmony and respect for all. This will be shown during their Visit to Mosque where they will get the opportunity to respect other cultures feelings and values by learning behaviours when we visit such important places.</p>
Year 3	<p>By Year 3 children will begin to encounter music from a wide range of traditions and through Dance can explore different cultures and practices.</p> <p>The aim in Year 3 is for the children to value diversity as they learn about different ways in which communities celebrate and remember important events and stories story, beliefs and celebrations of Diwali, in the UK and the wider world. They will be able to join in celebrations for different Religious Festivals but also understand the meaning behind what they are doing.</p> <p>They will Consider the relationship between religion and culture and how beliefs contribute to identity and practice. When learning about Religious journeys, they will explore their own journey through art and symbolism and relate it to other cultures.</p>
Year 4	<p>Children will develop Culturally through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality. To do this the children will need to consider different views from different communities thoughtfully.</p> <p>They will also consider how beliefs about Jesus have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures.</p>
Year 5	<p>In Year 5 children begin thinking about similarities and differences between religious ways of life and their own. Children develop Culturally by taking account of difference and diversity in charitable work. There will be opportunity to explore charities local and worldwide and see what impact they make on different cultures and ways of life. They will consider what would happen if this wasn't understood?</p> <p>In Year 5's Christian church visit into school and Kaleidoscope, respect is shown to cultures of others by listening to observing and holding genuine interest in others beliefs.</p>
Year 6	<p>In Year 6 Opportunities for cultural development come from discussing the significance of wide ranging and varied art and music to Christian communities. Expressive dance and art work can be displayed to other year groups during smaller class based assemblies.</p> <p>Other Opportunities come from appreciating the wide and global range of cultures in our county and region.</p>

Whole School

Cultural development is focused on understanding one's own culture and those of others represented locally, nationally, in Europe and globally.

Pupils will learn to be aware of the values and assumptions of their own culture and how cultures are diverse and different in these respects.

Through whole school Arts week children gained an understanding of their own heritage and identity. Children compared and provided art work on how their local area (Woodside/ Madeley) had changed over time. This week allowed the children to ask the bigger questions in life such as 'who am I?', 'Where do I really come from?'

Wednesdays Class based worship allows for extra learning socially through listening to each other's ideas and opinions, morally through stories and questioning and culturally learning about what other cultures think and how they act.

Cultural Development can also be shown by visits made into school by Religious leaders and involvement of the school in the wider community for example inviting parents in for lunch and sports days.

Appendix 2 Foundation Stage Areas of Development that support/link to the teaching of Religious Education

<p style="text-align: center;">UW</p>	<p>P & C</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Draw a picture of your family and talk about who lives in your family. Discuss what breakfast child have. Who has the same? Who has different? Celebrations :- Birthdays, Christmas, Davila</p> <p>EY Outcomes Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Visit from the Chinese dancer Talk about what people eat for chinese new year and compare this to what they eat. Discuss similarities and differences. Draw picture of an activity they took part with their family (special people)-adult scribe. Talk about activities they like and activities they dislike.</p> <p>EY Outcomes Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Visit to Severn Valley Park Draw picture of an activity they took part with their family (special people)-adult scribe. Talk about activities they like and activities they dislike. Learn about families that live in the jungle areas and their customs and traditions. Talk about how it is similar and different to us. We will celebrate: Birthdays Father's day</p> <p>EY Outcomes Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things.</p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>

Appendix 3

Religious Education Assessment Grid

Y1	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	<p>Ask questions about interesting/ puzzling aspects of life.</p> <p>Describe some of the teachings of a religion</p> <p>Describe some of the main festivals or celebrations of a religion</p> <p>Recognise, name and describe some religious artefacts, places and practices</p> <p>Name some religious symbols</p>			

Y2	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	<p>Describe some of the teachings of a religion</p> <p>Identify similarities and differences in features of religious beliefs</p> <p>Recognise, name and describe some religious artefacts, places and practices</p> <p>Name some religious symbols</p> <p>Explain the meaning of some religious symbols</p> <p>Give a reason why something may be valued by themselves and others</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs</p> <p>Explain how actions affect others</p>			

Y3	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	<p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Describe how some of the values held by communities or individuals affect behavior and actions.</p>			

Y4	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	Identify religious artefacts and explain how they are used			
	Describe religious buildings and explain how they are used			
	Explain some of the religious practices of both clerics and individuals			
	Identify religious symbolism in literature and the arts			
	Show an understanding that personal experiences and feelings influence attitudes and actions			
	Explain how beliefs about right and wrong affect people's behavior			
	Discuss and give opinions on stories involving moral dilemmas.			

Y5	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p> <p>Express their own values and remain respectful of those with different values.</p>			

Y6	Assessment statements linked to key skills	Below National	National	Greater Depth
Religious Education	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express their own values and remain respectful of those with different values.</p>			

Identifying Greater Depth in Religious Education

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher.
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding.
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Justify and challenge opinions and beliefs held by others and confidently express their own opinions to others.