



Religious Education Policy

William Reynolds Primary School and Nursery

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| Date of policy creation: | June 2022 |
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| Governing body signature: | |

Information Page

These documents are referred to or link to this policy

The School Values

Curriculum Maps

Preparing Children for life in Modern Britain Policy

Foundation Stage Policy

Equality Policy

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Safeguarding Policy

SEND Policy

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' substantive knowledge and disciplinary understanding of religion. By exploring issues within and across faiths, children learn to value and respect different religions, beliefs and traditions and respond appropriately to their influence on individuals, societies, communities and cultures. Through RE we 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 which they can apply to all aspects of life. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Intent

At William Reynolds Primary school, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

The principle aims of Religious Education- from the Telford and Wrekin SACRE agreed syllabus- are:

- To stimulate interest and enjoyment in the education of Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.

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- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

RE is taught in accordance with the approved Telford & Wrekin Syllabus for Religious Education (RE). Telford & Wrekin's Agreed Syllabus recognises that religion, worldviews and ways of living are dynamic and real in the lives of individuals and communities across the local community, the nation and the world. The following religions have been selected for study:

- Christianity/Understanding Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

The Ofsted research review for Religious Education (May 2021), concluded by saying that RE is vital in preparing pupils to engage in a diverse and complex multi-religious and multi-secular society. Rudolf Lockhart (REC) states "as our society becomes multi-cultural and religious extremism dominates the news agenda we need young people to be religiously literate."

Implementation of Religious Education

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points and target points within objectives are identified for each year group through a whole school RE progression plan. The sequence develops pupils' substantive concepts e.g different ways that people express religion and non-religion in their lives or knowledge about artefacts and texts. Disciplinary knowledge can be built through gaining perspective and giving due consideration to other viewpoints whilst acknowledging self.

Outcomes for our pupils are that they have a good understanding of world religions and have a strong sense of belonging in school and the wider community.

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.

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.

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).

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.

| Subject area | Year | AUTUMN TERM 1st Half (7wks) | AUTUMN TERM 2nd Half (7wks) | SPRING TERM 1st Half (7wks) | SPRING TERM 2nd Half (6wks) | SUMMER TERM 1st Half (5 wks) | SUMMER TERM 2nd Half (7wks) |
|--------------|---------------|--|---|--|---|--|-----------------------------|
| | R 36 hours | <u>Celebrations</u> Christmas- Christianity Diwali- Skih/Hindu Harvest- Christianity Remembrance Day Hannuka-Jewish Bonfire night Birthdays | | <u>Celebrations</u> Chinese new year- Chinese Holi-Holi Easter- Christianity Ramadan- Muslim Shrove Tuesday Christenings/naming ceremonies Mothers day Vaisakhi-Sikh | | <u>Celebrations</u> Eid-Muslim Vesak-Buddhist Father's day Birthdays revisit Weddings Dharma festival-Buddhist | |
| | | <u>People, Culture and communities</u> Different beliefs and belonging. Religious buildings, members of a community, religious and cultural similarities and differences. | | <u>People, Culture and communities</u> Different beliefs and belonging. Religious buildings, members of a community, religious and cultural similarities and differences. | | | |
| | 1 36 hours | Creation and Thanksgiving: How do we say 'thank you' for a beautiful world? Christianity and Judaism | Finding out about Christian Churches and Jewish Synagogues Christianity and Judaism VISIT | Special stories: what can we learn? -Easter Link Christianity and Muslim | | I wonder... Questions that Puzzle Us Christianity | |
| | 2 36 hours | A Respect for everyone: what does that mean? Christianity and Judaism | | Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin Islam VISIT | Holy words: Why do religious people love their scriptures? Christianity and Islam | Symbols of belonging: what can we learn? T and W exemplar unit Christianity and Sikhism | |
| | 3 45 hours | Diwali: How and why is the festival celebrated and what does it mean? Hinduism | | Leaders and followers in Family Life Christianity and Judaism VISITR IN | Living in Harmony: Stories to show we care Christianity, Islam, Sikhism | Is life like a journey? Christianity, Islam and Hindu | |
| | 4 45 hours | What can we learn from visiting sacred places? T and W exemplar unit Christianity and Islam VISIT | | Why do some people think Jesus is inspiring? Holy Week and Easter. Christianity | Does a beautiful world mean there is a wonderful God? Christianity and Judaism Creation | Keeping the 5 Pillars of Islam today Islam | |
| | 5 45 hours | Prayer: asking questions and seeking answers. Islam, Christianity and Judaism | | Values: What can we learn from Christians and Humanists Christianity | Temptation: What can we learn from Muslims and Christians? Christianity and Islam | Christian Aid and Islamic Relief: Can they change the world? Christianity and Islam VISITOR IN | |
| | 6 45 hours | What will make our community more respectful? Christianity, Hinduism, Islam, Sikhism | | Words of Wisdom from Sikhs, Muslims and Christians VISITOR IN | Expressing spiritual ideas and beliefs about God through the arts Christianity VISIT | Religion + the individual: Exploring commitment. T and W transition unit Christianity and Buddhism | |

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.

Teaching and Learning

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.

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. We plan focusing on prior knowledge to ensure children progress, developing a sense of empathy and a rounded understanding of the world they live in.

We aim to deepen thinking around key themes such as fairness, respect and curiosity and moral teachings encouraging children to make positive choices through to adulthood.

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 how the religious ideas and concepts relate to them. Our teaching enables children to extend their own sense of values and promotes their spiritual, moral, social and cultural growth. We encourage children to consider their own and others views so that as they get older they can apply the skills positively to real life scenarios.

Every year group has a yearly Curriculum Map that outlines the key areas of Religious Education which will be taught throughout the year. This ensures that adequate amount of time and coverage is allocated to each key area.

Detailed Medium-Term planning supports teachers to plan a sequence of progressive lessons and over time, giving the children time to master new substantive concepts. Within this document, key objectives and vocabulary are outlined with links to British Values. Progression documents used to support the Medium-term plan, ensure that staff are delivering a consistent and challenging curriculum and groups whole school Learning objectives around the Telford and Wrekin Agreed Syllabus' concepts below:

Throughout the Agreed Syllabus there is a focus on conceptual development, beginning in one of the three lower tiers of the pyramid to ensure learning in the tiers above. These concepts will be highlighted in supporting documentation, but there are a myriad of concepts that may be explored. For example, in exploring the beliefs of Hinduism the following concepts according to the conceptual pyramid may be explored:

| Stage | Concepts |
|-------|--|
| 1 | Symbolism; Remembrance; Symbolism; Senses; Rules; Festival; Celebration |
| 2 | Nature; Way of Life; Morals; Guidance |
| 3 | Scripture; Worship; Shrine; Offering; Prayer; God; Life after death |
| 4 | Dharma; Ahimsa; Brahman; Puja; Atman; Samsara; Reincarnation; Karma; Caste |

Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions swiftly and conversations surrounding their viewpoints take place. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Multi-faith religious stories are planned for and shared throughout school. This ensures pupils gain a good coverage of concepts and key messages which they can apply to their own lives. As pupils progress, they will be able to use disciplinary methods to answer key questions and select appropriate resourcing. In upper KS2, pupils have the opportunity to make links with charities and other organisations such as Christian Aid & Islamic relief.

All pupils access RE through lessons, assemblies, and global awareness days where they learn about the big six religions and the issues that affect the world today. Our school values (Challenge, Honesty, Ownership, Courage and Collaboration) as well as SMSC have strong links with the RE curriculum.

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. Visitors are a valuable resource. They bring new knowledge, expertise and experiences to the classroom. Educational visits to a variety of places of worship are planned throughout the year and links to the units of work taught. Religious visitors are welcomed into the school to share their knowledge and experience giving pupils a sense of belonging. For example, Muddy Church takes place on a Sunday afternoon.

The RE curriculum provides opportunities to reflect on self (personal experience) and the community. Recent work with our School Council alongside local MP and local councillors looked at ways to voice their concerns about the local area. This shows that pupils are developing key questions using their substantive knowledge.

School assemblies take place daily. Each day follows a termly theme e.g. Inspirational People, School Values, Singing, British Values and religious festivals or remembrance days. Music is played upon entry to and from the hall for the pupils to reflect upon.

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 contributes particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. The EYFS curriculum ensures that pupils know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Stories such as Rama & Sita, The Nativity, The story of Nian and The story of Ramadan are shared as part of celebrations and festivals.

“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

The 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

The impact of Religious Education and contribution of RE to the wider curriculum

- Pupils make good, informed choices and have a sense of right & wrong
- They question using their substantive knowledge when making comments about the different content in the RE curriculum
- Pupils are respectful, tolerant and polite
- Pupils apply their religious understanding to their personal lives
- They are aware of the ever-changing climate and culture
- Pupils build accurate knowledge about the complexity and diversity of Global religion and non-religion.

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.

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.

