



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Religious Education
Policy***

Our Mission Statement is;

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

1. Statement of Intent

Roe Lee Park Primary School is made up of staff and pupils who originate from many nationalities and cultures. As a school we aim to celebrate this diversity in both our R.E. lessons and assemblies. We want to encourage each child to promote tolerance, equality and respect for each other, to give each child the opportunity for enquiry, spiritual development and personal reflection. By doing this we hope to develop their knowledge and understanding of the nature and belief of religion as well as preparing them for citizenship today in our diverse society. Our hope is to offer pupils the experience of a range of mainstream world faiths including links with the local area.

2. Legal Framework

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of R.E in nursery classes).
- Special schools should ensure that every pupil receives R.E 'as far as is practicable'.

- R.E is locally determined, not nationally:
- A locally agreed syllabus is a statutory syllabus for R.E recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide R.E in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- R.E is for all pupils:
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request R.E in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

- R.E is multi-faith:
- The R.E curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- As education policy changes, the legal requirement for R.E for all registered pupils remains unchanged. R.E is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the R.E curriculum.
- This agreed syllabus builds on the good practice from the 2004 Non-statutory Framework for R.E, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non-statutory Framework from 2013.

3. Roles and responsibilities

Subject Leader Mrs S.A.Kanmi

- to take the lead in delivering a new syllabus to the staff and TA's
- to assist all colleagues to source resources, plan visits, make any curriculum changes, with classroom teaching and learning ideas
- to monitor and evaluate pupils' work, ascertain pupils' views about the subject, and assist with teachers' planning
- to carry out an audit of present resources and order more resources when needed
- to keep up to date with developments in Religious Education and disseminating information to the rest of the teaching staff
- to lead staff meetings as appropriate

Teachers

- to plan the lesson effectively
- to ensure that there is progression
- to monitor the progress of pupils
- to use TA.s effectively
- to liaise with the R.E co coordinator
- to undertake any training if appropriate.

Support staff

- to assist the class teacher as directed
- to support children with specific needs
- to adapt lesson plans if appropriate

Governors

- to ensure that all children are provided with a broad and balanced curriculum which meets their needs

4. Teaching and Learning

Pupils will work independently or in small groups.

Lessons will allow them to:

- Ask questions
- Use role play
- Discuss topics
- Research
- All lessons will involve using a variety of sources including books, videos and artefacts

5. The Curriculum

R.E in the reception class

Non-statutory guidance for RE for all 4–5 year olds in the reception class

The approach outlined for nursery will also serve reception class teachers, especially in the earlier months of the reception year. In addition to this, the following pages are suggestions

of questions, outcomes and content that will ensure good provision for RE in reception.

The questions, outcomes and content below are non-statutory but should be read by all schools and settings to ensure that their provision is effective. For teaching to be good quality the questions, learning outcomes and content need to be taught together. It is not satisfactory to simply use the questions suggested.

Strands:

Foundation Stage: Discovering the world

Believing

F1 Which stories are special and why?

F2 Which people are special and why?

Expressing

F3 Which places are special and why?

F4 Which times are special and why?

Living

F5 Where do we belong?

F6 What is special about our world and why?

During key stage 1, pupils should be taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Key questions

Believing

(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

Recommended year group

1.1 Who is a Christian and what do they believe?

It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3

Y1

1.2 Who is a Muslim and what do they believe?

Y2

1.3 Who is Jewish and what do they believe?

Y2

1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people

Y2

Expressing

(Religious and spiritual forms of expression; questions about identity and diversity)

1.5 What makes some places sacred? Christians, Muslims and/or Jewish people

Y1

1.6 How and why do we celebrate special and sacred times?

Christians, Jewish people and/or Muslims

Y1 Y2

Living

(Religious practices and ways of living; questions about values and commitments)

1.7 What does it mean to belong to a faith community?

Christians, Muslims and Jewish people

Y1

1.8 How should we care for others and the world, and why does it matter?

Christians, Muslims and/or Jewish people

Y1 or Y2

It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.

Notes:

The key questions are designed to enable children to achieve the end of key stage outcomes

above. Schools may plan other units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (believing, expressing, living) across the key stage. However, the recommendation is for fewer key questions explored in more depth.

During key stage 2, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units.

Key questions (recommended year groups in brackets)

Believing

(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

L2.1 What do different people believe about God?

Christians, Hindus and/or Muslims (Y3)

U2.1 Why do some people think God exists?

Christians and non-religious (e.g. Humanists) (Y5)

L2.2 Why is the Bible so important for Christians today? (Y3)

L2.3 Why is Jesus inspiring to some people? (Y4)

U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

(Y5)

U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)

Expressing

(Religious and spiritual forms of expression; questions about identity and diversity)

L2.4 Why do people pray?

Christians, Hindus and/or Muslims (Y3)

U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5)

L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4)

U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Christians, Muslims and non-religious (e.g. Humanists) (Y6)

L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)

Living

(Religious practices and ways of living; questions about values and commitments)

L2.7 What does it mean to be a Christian in Britain today? (Y3)

U2.6 What does it mean to be a Muslim in Britain today? (Y5)

L2.8 What does it mean to be a Hindu in Britain today? (Y4)

L2.9 What can we learn from religions about deciding what is right and wrong?

Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)

U2.7 What matters most to Christians and Humanists? (Y6)

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

Christians, Hindus and/or Muslims (Y6)

It is recommended that schools choose a minimum of THREE questions per year, taking at least one from each strand of Believing, Expressing and Living.

Notes:

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above. Schools may plan other units but should ensure that they support pupils in achieving

the end of key stage outcomes. If planning other units, schools should also ensure that there

is breadth and balance across the RE curriculum by addressing each of the three strands (Believing, Expressing, and Living) across the key stage.

48

Blackburn with Darwen Agreed Syllabus for RE, 2017–2022 © RE Today Services 2017

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Their own pupil-friendly version will be important here too (see p.6)

Step 1: Key question

- Select a key question from p.47.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of key question outlines/units of study on pp.50-67.
- Select learning outcomes appropriate for the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Step 3: Select specific content

- Look at the suggested content for your key question, from column 3 in the key question outlines/units of study.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
- These 'I can/you can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as

6. Planning

Planning steps

Teachers should have the principal aim of R.E at the forefront of their minds as they plan their R.E.

The principal aim of R.E is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

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Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of the key question outlines/units of study on pp.36-43.

- Select learning outcomes appropriate for the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

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7. Assessment and Recording

The progress of the children is made through classroom observations and by looking at learning objectives as well as any data entered on a sheet containing statements similar to Target Tracker. Teachers are encouraged to complete assessments at the end of each unit of work. These can then be checked by R.E. co-ordinator at any time. These statements indicate what most pupils should know and understand.

The children's work can be recorded in a variety of ways e.g. written/verbal /role play or Art work.

8. Cross curricular links

These links are made when and where appropriate especially with PHSE/ICT

9. Homework (If appropriate)

10 Equal opportunities

- All pupils will have equal access to the entire Religious Education curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all Religious Education lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- Roe Lee Park Primary School aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions.

Policy written by: Shenaz Kanmi

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