

Religious Education Policy



'Proud to shine'

Policy Lead:	Mark Green	Last reviewed on:	January 2021
Approved by:	Lisa Millington	Next review due by:	January 2023

It is important for young people to acquire a better understanding of the role that religions play in today's pluralistic world. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration. Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict.

Toledo Guiding Principles for Teaching about Religions and Beliefs, 2007, p.9

The importance of Religious Education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE in our school develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. These are Buddhism, Hinduism, Islam, Judaism and Sikhism.

Consideration is also given to other non-religious perspectives such as humanism.

RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

In Learning about Religion, children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning from Religion, children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)

Key Skills in RE

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

Key Attitudes in RE

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

Year Group Expectations in RE

By the end of Key Stage 1, most children will be able to use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2, most children will be able to describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on peoples' lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others' lives. They can also describe what inspires and influences themselves and others.

The following are teaching expectations for each year group:

Year 1

- Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression.
- Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.

Year 2

- Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meaning for religious actions and symbols. They identify how religion is expressed in different ways.
- Pupils ask and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others

Year 3

- Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression
- Pupils identify what influences them, making links between aspects of their own and others' experiences.

Year 4

- Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on peoples' lives. They suggest meanings for a range of forms of religious expression.

- They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments and their own attitudes and behaviour.

Year 5

- Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.
- Pupils raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other peoples' lives. They describe what inspires and influences themselves and others.

Year 6

- Pupils use religious and religious vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. Some pupils may interpret the significance of different forms of religious, spiritual and moral expression for example prayer.
- Pupils ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
- Some pupils may use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include: -

- Visiting local places of worship and receiving visitors from faith communities.
- A variety of workshops and experiences led by the Children & Schools Pastor at Telford Minster.
- Encouraging children and their families to celebrate and share their faith.
- Using art, music, dance and drama to explore religions.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, pictures and photographs to explore beliefs and values.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving children the opportunity to reflect on reasons for their own beliefs and those of others.

Organisation

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Special People		Special Places		Special Times	
	Unit A	Unit B	Unit C	Unit D		
1	Harvest (CS) (How do we say 'thank you' for a beautiful world?) Christianity	Milad un Nabi (CS) (Who celebrates what and how?) Experience Christmas Workshop - Telford Minster Islam	I wonder... (T&W) (Questions that puzzle us) Christianity and other religions	Finding out about Christian churches (T&W) (Visit to St. James' with Rev Holmes) T:\Coordinators\RE\Resources\Christianity\Instant lessons - inside a church - 257128647 T:\Coordinators\RE\Resources\Judaism\Instant lessons - inside a synagogue - 981992981 Christianity and Judaism		
2	Jumu'ah (CS) (Visit to a Mosque) (Beginning to learn from Islam) Islam	Christmas (CS) Experience Christmas Workshop - Telford Minster Christianity	Respect for everyone: What does that mean? (T&W) Christianity/Islam/Judaism	Symbols of belonging: What can we learn? (T&W) Hindu/Muslim/Christian T:\Coordinators\RE\Resources\Judaism\Instant lessons - Judaism - 882884452 (photos)		
3	Guru Nanak Gurdwarab (Leaders and Followers in Family Life) (Visit to Hadley Gurdwara) Sikhism	Lent (CS) (Is life like a journey?) Christianity	Diwali: How and why is the festival celebrated and what does it mean? (T&W) (There is a Y1 Cornerstones unit that could support the planning of this) Hinduism	Living in Harmony: Stories to show we care Christianity Sikhism Islam Judaism		
4	Why do some people think that Jesus is inspiring? (T&W) Harvest - Experience Harvest Workshop - Telford Minster Christianity	Holy Week and Easter (CS) (Visit to St. James' with Rev Holmes - Demonstrate Eucharist?) Christianity	Vaisakhi (CS) Sikhism	Does a beautiful world mean there is a wonderful God? (T&W) Christian Non-religious		
5	The Hajj (CS) (What can we learn from Muslims and Christians?) Islam	Temptation: What can we learn from Muslims and Christians? (T&W) Christianity	Prayer: asking questions, and seeking answers (T&W) (Visit to a Mosque) Judaism Islam	Pentecost (CS) Kaleidoscope Workshop- Telford Minster Christianity		
6	Sunday (CS) Christianity	What will make our community more respectful? Many religions and beliefs	Expressing spiritual ideas through the arts (T&W) Christian	Lailat al Miraj (CS) Kaleidoscope Workshop- Telford Minster Islam		

Assessment, Recording and Reporting in R.E. is based on:-

- the professional judgement of the teacher.
- planning and discussion with teachers to ensure continuity and progression.
- talking to a range children during pupil voice sessions.
- a sample of books from across the Key Stages will be monitored by the Co-ordinator, in-line with the school Monitoring Policy.
- an annual written report to parents, indicating the progress made.

Equal Opportunities

In-line with the school policy, The Equality Act (2010) and the Public Sector Equality Duty (the PSED), equal opportunities in R.E. mean ensuring an entitlement for all pupils irrespective of religion or belief, ethnicity, gender, gender identity, sexual orientation or disability. Such an education will recognise the uniqueness of each individual and promote equality in our school by ensuring:

- they are equally valued, respected and cared for;
- they have access to the full range of activities and experiences;
- they have the opportunity to develop their potential.

Collective Worship

Children in Grange Park will be involved in a daily Act of Worship, either as a class, Key Stage or as a whole school.

Date Policy is due for review: January 2023