



Religious Education Policy

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| Audience: | Parents School staff Local Governing Bodies |
| Approved: | Sept 2020 |
| Other related policies: | Equalities, SEND, Collective Worship, Teaching and Learning |
| Policy owner: | Debbie Conroy |
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Religious education contributes to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for RE aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Teaching and Learning

Curriculum Planning

The Essex Agreed Syllabus states which subject areas must be taught. Within individual lessons there may also be subsidiary learning challenges if this is deemed the best way to approach a given subjects. Encompassing the block of teaching are the pre-learning challenges, establishing the class' prior knowledge and informing the planning, and the reflection time which once completed may lead to

presentation of the learner's new knowledge to others. As stated above RE lessons are frequently cross-curricular as this gives greater opportunities to deepen as well as broaden understanding.

Religious Education in the National Curriculum

The National Curriculum (2014) states the legal requirement that:

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Discovery RE (linked closely to Essex Agreed Syllabus: **exploRE**)

At Sir Martin Frobisher Academy we follow the Discovery RE programme which is closely linked to the Essex Agreed Syllabus (2015): **exploRE** (detailed below). We intend for the RE session we teach to:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

Foundation Stage 1/2:

| Discovery Enquiry | Religions studied: |
|----------------------------|-----------------------|
| What makes people special? | Christianity, Judaism |
| What is Christmas | Christianity |
| How do people celebrate? | Islam/Judaism |
| What is Easter? | Christianity |

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| What can we learn from stories? | Christianity, Islam, Hinduism, Sikhism |
| What makes people special? | Christianity, Islam, Judaism. |

Year 1:

| Discovery Enquiry | Religions studied: |
|-----------------------------------------------------------------------------------------------------------|-------------------------|
| Does God want Christians to look after the world? | Christianity |
| What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity |
| Was it always easy for Jesus to show friendship? | Christianity |
| Why was Jesus welcomed like a king or celebrity on Palm Sunday? | Christianity |
| Is Shabbat important to Jewish children? | Judaism |
| Are Rosh Hashanah and Yom Kippur important to Jewish children? | Judaism |

(Ensure you decide whether your school are using these Jewish enquiries or the additional optional enquiry: "Does celebrating Chanukah make Jewish children feel close to God?")

Year 2:

| Discovery Enquiry | Religions studied |
|---------------------------------------------------------------------------------------|-------------------|
| Is it possible to be kind to everyone all of the time? | Christianity |
| Why do Christians believe God gave Jesus to the world? | Christianity |
| How important is it for Jewish people to do what God asks them to do? OR | Judaism |
| Does praying at regular intervals every day help a Muslim in his/her everyday life? | Islam |
| How important is it to Christians that Jesus came back to life after His crucifixion? | Christianity |
| How special is the relationship Jews have with God? OR | Judaism |
| Does going to a Mosque gives Muslims a sense of belonging? | Islam |
| What is the best way for a Jew to show commitment to God? OR | Judaism |
| Does completing Hajj make a person a better Muslim? | Islam |

Year 3:

| Discovery Enquiry | Religions Studied |
|------------------------------------------------------------------------------------------------------------|-------------------|
| Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? OR | Hinduism |
| Does joining the Khalsa make a person a better Sikh? | Sikhism |
| Has Christmas lost its true meaning? | Christianity |
| Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity |
| What is "good" about Good Friday? | Christianity |
| How can Brahman be everywhere and in everything? OR | Hinduism |

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| Do Sikhs think it is important to share? | Sikhism |
| Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God? | Hinduism Sikhism |

Year 4:

| Discovery Enquiry | Religions studied |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| How special relationship is the relationship Jews have with God? OR Is it possible for everyone to be happy? | Judaism Buddhism |
| What is the most significant part of the nativity story for Christians today? | Christianity |
| How important is it for Jewish people to do what God asks them to do? OR Can the Buddha's teachings make the world a better place? | Judaism Buddhism |
| Is forgiveness always possible for Christians? | Christianity |
| What is the best way for a Jew to show commitment to God? OR What is the best way for a Buddhist to lead a good life? | Judaism Buddhism |
| Do people need to go to church to show they are Christians? | Christianity |

Year 5:

| Discovery Enquiry | Religions studied |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God? | Sikhism Hinduism |
| Is the Christmas story true? | Christianity |
| Are Sikh stories important today? OR How can Brahman be everywhere and in everything? | Sikhism Hinduism |
| How significant is it for Christians to believe God intended Jesus to die? | Christianity |
| What is the best way for a Sikh to show commitment to God? OR Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives? | Sikhism Hinduism |
| What is the best way for Christian to show commitment to God? | Christianity |

Year 6:

| Discovery Enquiry | Religions studied |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| What is the best way for a Muslim to show commitment to God? | Islam |
| How significant is it that Mary is Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | Christianity Christianity |
| Is anything ever eternal? | Christianity |
| Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Christianity |
| Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit) | Islam |

How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Teaching and Learning styles

- There is, wherever possible, a strong emphasis on primary sources (local church visits, visiting speakers, artefacts).
- Children use a wide range of resources.
- There should be opportunities for music, dance, drama and displays to be linked to Religious Education and cultural diversity.
- Where appropriate activities should use pupils own interests or questions either as starting points or as further line of development.
- Activities should, where appropriate, involve both independent and co-operative work ~ activities should enable pupils to develop a positive attitude towards Religious Education.
- Activities should be balanced between different modes of learning: doing, observing, talking and listening, discussions, reflecting, drafting, reading and writing etc.
- Activities should involve Religious Education teaching through story, the use of artefacts, video, role play, active learning, written work, a study of festivals, visits, visitors etc.
- Pupils should understand what they are expected to do and know how well they are progressing.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme. The materials used will be representative of the Religious and Cultural influences being taught.

The Essex Agreed Syllabus states: Parents can choose to withdraw their child(ren) wholly or partly from RE, and teachers have the right not to teach this subject.

Learning Across the Curriculum

RE can make an important contribution and offer a stimulating context for the development of pupils' learning in many other areas. Where appropriate it is linked with other subjects including Literacy, Philosophy, Geographical, History, Art, Music and Dance.

Use of ICT

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in RE. They will use the Internet selectively to find information, e-mail to communicate with people in other places and to present information.

Time Allocation

The Essex Agreed Syllabus states: In order to cover the content specified in the programme of study for Key Stage 1 in a meaningful way, the equivalent of at least 40 minutes of curriculum time per week should be devoted to RE.

In order to cover the content specified in the programme of study for Key Stage 2 in a meaningful way, the equivalent of at least 50 minutes of curriculum time per week should be devoted to RE.

Assessment recording and reporting

Assessment

This will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupils' work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupil's ability i.e. differentiated by task or by outcome, through appropriate support and resource provision.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models,

role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

Recording and Reporting

Assessment and recording begin in Reception against age specific learning outcomes (see above) and continue throughout the school. An end of year judgement using the best-fit level descriptor is recorded.

Feedback and Marking Policy

Feedback to pupils should be provided on their attainment against the objectives of R.E. Pupils are encouraged to improve their own learning performance through the school marking policy.

Refer to school's feedback and marking policy

Role of the Co-ordinator

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To attend appropriate in-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in R.E. To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher, to communicate with parents, governors and the community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
 1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.
 3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in R.E.
 5. A record of Staff Professional Development in R.E.
 6. Data and current action plan for R.E.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF document.

Staffing

The school's curriculum for R.E. is implemented by class teachers, HLTA or Deputy Head during PPA under the guidance of the R.E. co-ordinator using the resources available.

Resources and their management

Each of the major religions studied has a resources box containing some artefacts, factual books and teaching material. Many of the resources used are pulled from the rich wealth of current and engaging sites available on the internet. These are scrutinised by the teachers to ensure their accuracy and relevance to the topic in hand.