

Woodbury Church of England Primary School



Religious Education Policy

Policy adopted by staff	March 2019
Policy passed by Governors (FGB)	March 2019
Review date	March 2021

School Aims

We aim to provide a safe, happy and inspiring environment in which our children:

- feel valued and appreciate the beliefs, uniqueness and talents of others
- be happy, self-confident and resilient individuals
- love learning and have high expectations to achieve their potential
- be responsible, caring and active members of the community and wider society
- acquire the life skills needed to be safe and succeed in an evolving world

We aim to ensure Christian values are seen in action.

Introduction

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.

R.E. 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.

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

Attainment target

Engaging with Religion and Worldviews.

To ensure comprehensive coverage of R.E. across the school, a whole school plan is in place which draws on three key documents:

1. The Devon Agreed Syllabus for Religious Education 2014 which directs that pupils will 'learn about' and 'learn from' religions and world views.

- Beliefs, teachings, sources of wisdom and authority.
 - Expressing meaning
 - Questions of meaning, purpose and truth
 - Ways of living
 - Identity; diversity and belonging
 - Values and commitments
2. Understanding Christianity, which is a comprehensive resource helping all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.
 3. Festival Matters, a resource produced by the Diocese of Salisbury, which promotes the understanding of Christianity through key Christian Festivals.

Attainment in R.E.

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

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

Key Skills in R.E.

R.E. 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 R.E.

As with skills, R.E. 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).

Approaches to teaching and learning in R.E.

R.E. is an exciting curriculum subject so we employ a variety of teaching methods (please refer to our Teaching and Learning Policy). These include:

- Visiting local places of worship and receiving visitors from faith communities
- Visiting and appreciating, with awe and wonder, places of Natural Beauty
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT in helping children’s awareness of religions and beliefs.

Organisation of R.E.

R.E. is taught through a range of religions and beliefs and key themes. These are outlined below:

Foundation	The children follow the Understanding Christianity programme: Incarnation: Why do Christians perform Nativity plays at Christmas? Salvation: Why do Christians put a cross in the Easter Garden? God/Creation: Why is the world of God so important to Christians? They also use Festival Matters for Harvest, Christmas, Easter and Pentecost.
Key stage 1	The children follow the Understanding Christianity programme: God: What do Christians believe God is like? Creation: Who made the world? Incarnation: Why does Christmas matter to Christians? Salvation: Why does Easter matter to Christians? Gospel: What is the good news Jesus brings? Hinduism: celebration of Diwali and Hindu Gods
Lower Key stage 2	The children follow the Understanding Christianity programme: Creation/Fall: What do Christians learn from the Creation story? People of God: What is it like to follow God? Incarnation/God: What is the Trinity? Gospel: What kind of world did God want? Salvation: Why do Christians call the day Jesus dies ‘Good Friday’? Kingdom of God: When Jesus left, what was the impact of Pentecost? Why do religious books and teachings matter? What does it mean to belong to a religion/belief system? Hinduism: sacred text and Hindu Gods Ganges pilgrimage and Puja Islam: How should we live and who can inspire us? Muhammad as Teacher/Leader 5 Pillars of faith

<p>Upper Key stage 2</p>	<p>The children follow the Understanding Christianity programme:</p> <p>Incarnation: Was Jesus the Messiah?</p> <p>Salvation: What did Jesus do to save human beings?</p> <p>People of God: How can following God bring freedom and justice?</p> <p>God: What does it mean if God is loving and holy?</p> <p>Creation/Fall: Creation and Science: conflicting or complimentary?</p> <p>Gospel: What would Jesus do now?</p> <p>Salvation: What difference does the resurrection make to Christians?</p> <p>Kingdom of God: What kind of king is Jesus?</p> <p>How do we make moral choices?</p> <p>Faith and the Arts: How and why do people express their beliefs in different ways?</p> <p>Sikhism: what are special places for Sikhs? What symbols represent their faith? 5 Ks. How do Sikhs live their lives? How do they worship? The Guru Nanak and sacred texts.</p> <p>Judaism: How Jews worship: Passover, Shabbat, synagogue Celebrations: Bar mitzvah, wedding and funeral</p>
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All classes also include teaching Harvest, Christmas, Easter and Pentecost at an appropriate age level.

Reference: Curriculum Coverage for each year groups R.E. topics.

Assessment and Recording

In R.E. we use formative and summative assessment. This assessment model is influenced by the current advice on Exeter Diocese website and is linked to the Plymouth and Torbay model.

Learning resources

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, DVDs, music, artefacts and the Internet. We try to ensure R.E. is a lively, stimulating subject which engages all children.

The contribution of R.E. to the wider curriculum

While R.E. has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

R.E. contributes to children's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

R.E. contributes to children's moral development by:

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

R.E. contributes to children's social development by:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.

R.E. contributes to children's cultural development by:

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

R.E. and the use of language

R.E. can also make an important contribution to children's use of language by enabling them to:

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

R.E. and the use of ICT

R.E. can make an important contribution to children's use of ICT by:

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

Conclusion

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.