

# Hutton Rudby Primary School

# Religious Education Policy



Approved by:	Matthew Kelly & Hannah Clark	Date: May 2020
Last reviewed on:	May 2020	
Next review due by:	May 2024	

## Contents

1. Aims and Intent .....	3
2. Statutory Requirements .....	<b>Error! Bookmark not defined.</b>
3. Context .....	3
4. Inclusion.....	<b>Error! Bookmark not defined.</b>
5. EYFS .....	4
6. Curriculum Implementation .....	4
7. Links to Other School Policies and Areas of the Curriculum .....	6
8. Monitoring Arrangements .....	6
Appendix 1: Curriculum map .....	7

## 1. Aims & Intent

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE at our school aims to enable pupils of whatever ability 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.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

## 2. Statutory Requirement

Religious Education (RE) is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

## 3. School Context

The context of RE at Hutton Rudby Primary is that of a small rural primary school, serving children in the age range 4-11. We teach according to the North Yorkshire Agreed Syllabus while recognising the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE. We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

## 4. Inclusion

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and the Gifted and Talented pupils.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping the children by ability in the room and setting different tasks for each ability group providing scaffolding where necessary;
- Providing resources of different complexity, adapted to the ability of the child;
- Using other adults to support the work of individuals or groups of Children and extend that of other pupils.

## 5. EYFS

Religious Education is taught to all children in years One-Six. In the Foundation Stage, children are taught through festivals that are relevant to the specific cohort as they take place throughout the year.

As the Reception Team work under the Early Years Foundation Stage Curriculum, we relate the Religious Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW) areas which are crucial to the development and progress of all pupils at this stage.

## 6. Curriculum Implementation

### Principles and Methodology

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

The curriculum for RE aims to ensure that all pupils:

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

By the end of KS1 pupils should be able to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

By the end of KS2 pupils should be able to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## Planning

We plan our Religious Education curriculum in accordance with the North Yorkshire Agreed Syllabus for RE (2019-2024). We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Medium term plans for each unit/topic have been prepared for class teachers by the LEA and the Subject Leader and list the specific learning objectives for each lesson. Each class has a copy of all the units for their year group and plans are often discussed on an informal basis with the RE subject leader. All plans are available to staff on the shared network for ease of access and modification.

## Timetabling

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. In order to deliver this the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE.

The time allocated for teaching RE at Hutton Rudby Primary School is:

KS1 – 50 minutes per week

KS2 – 1 hour per week.

## Assessment

Assessment for learning opportunities are built into each lesson. They enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Teachers use the school's summative assessment spreadsheets to track and record progress term to term.

## 7. Links to Other School Policies and Areas of the Curriculum

This policy supports/compliments the following policies;

- Inclusion Policy
- Promoting British Values & Anti-Radicalisation Policy
- Relationships and Sex Education Policy
- Single Equality Scheme

Learning in PSHE lessons will link to and compliment learning in the following curriculum areas;

- Fundamental British Values
- SMSC
- PSHE

## 8. Monitoring arrangements

The delivery of RE is monitored by the RE lead through; Lesson observations, support with planning, learning walks etc. Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

Teachers responsible for the teaching of RE will receive training through the subject leader who has accessed CPD specifically on religious education.

This policy will be reviewed by the RE subject leader every two years. At every review, the policy will be approved by the Head Teacher.

## Appendix 1: Curriculum Map

### RE Whole School Curriculum Map

TERM	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Year 1	1.6 How and why do we celebrate special and sacred times? (Christmas)		1.7 What does it mean to belong to a faith community?	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	
Year 2	1.6 How and why do we celebrate special and sacred times? (Eid)		1.8 How should we care for others and the world and why does it matter?	1.2 Who is a Muslim and what do they believe?	1.4 How can we learn from sacred books?	
Year 3	L2.7 What does it mean to be a Christian in Britain today?	L2.1 What do different people believe about God? (Christians, Hindus, Muslims)	L2.5 Why are festivals important to religious communities? (Easter)	L2.4 Why do people pray?	L2.2. Why is the bible so important for Christians today?	
Year 4	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? (Eid)	L2.6 Why do some people think life is like a journey and what significant experiences mark this?	
Year 5	U2.1 Why do some people think God exists?		U2.4 If God is everywhere, why go to a place of worship?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or charity and generosity?		U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?	U2.3 What do religions say to us when life gets hard?	
Festivals	Diwali (Hinduism)	Hanukkah (Judaism)		Easter (Christianity)	Vesar (Buddism)	Eid Ul-Adha (Islam)