

# UNITED SCHOOLS FEDERATION

St. Michael's C. of E. Nursery & Primary School St. Catherine's C. of E. VA Nursery & Primary School

St. Mary's C. of E. VA Primary School Marldon C. of E. VA Primary School Ipplepen Primary School



## Primary RE Policy

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

### 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.
- RE in Devon, Plymouth and Torbay schools develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. In Devon, Plymouth and Torbay 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 Devon, Plymouth and Torbay RE has two central attainment targets.

AT1 Learning about Religion

AT2 Learning from Religion

- 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 (how religion affects 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 an investigation/enquiry (finding out what people believe, how their beliefs 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).

### **Expectation in RE**

By the end of Key Stage 1 most children will be expected to be able to:

- use religious words to identify some features of religion and its importance for some people
- show awareness of similarities in religions and identify how religion is expressed in different ways
- ask and respond sensitively to questions about their own and others experiences and feelings
- 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 children will be expected to be able to:

- describe both similarities and differences within and between religions
- make links between different aspects of religions and describe the impact of religion on peoples' lives
- suggest answers to questions of identity and meaning
- apply their ideas to their own and others lives
- describe what inspires and influences themselves and others.

### **Approaches to teaching and learning in RE**

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

- Regular visits to St Mary's Church to learn about the celebrations of the Christian Year with the Experience Team
- receiving visitors from faith communities including the Cultural Champions
- 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 (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

### Organisation of RE

RE is taught through a range of religions and beliefs and is taken from a combination of the new Understanding Christianity resource and the Devon New Agreed Syllabus (2010) which promotes an investigative approach. The key themes are outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Celebrations</b> (Birthdays, Harvest then Divali)	<b>Celebrations Christmas</b> <b>UC- Incarnation (in part)</b> <b>Why do Christians perform nativity plays at Christmas?</b>	<b>Ourselves - belonging</b> <b>Noah's Ark</b>  <b>UC – Salvation (in part) digging deeper</b>	<b>Easter-with chicks!</b> <b>UC – Salvation – Why do Christians put a cross in an Easter garden?</b>	<b>Creation of the world</b>  <b>UC-God- Why is the word God so important to Christians?</b>	<b>Water -Baptism</b>  <b>Reflection on RE and forward in time</b>
Year 1/ 2						
Year A	<b>Why are some stories special? (Believing/Story)</b> <b>UC-God –What do Christians believe God is like? The Parable of the lost son teaches Christians about love and forgiveness</b>	<b>Why are some times special? (Celebrations)</b> <b>Christmas *</b> taken out sukkot <b>UC-Incarnation- Why does Christmas matter to Christians?</b>	<b>How should we live our lives? (Leaders and Teachers)</b> <b>UC: Creation story- Who made the world?</b>	<b>How do we celebrate our journey through life? (RTG- page 55 Celebrations - Easter)</b>	<b>Why are some symbols and places special? (Symbols)</b>  Judaism and Christianity- My symbol-Star of David and Cross , Synagogue and church	<b>Where do we belong? Theme: Belonging Light that guides the way</b>  Judaism and Christianity-Menorah and Candle compare
Year B	<b>How should we live our lives? (Leaders and Teachers)</b> <b>UC: God- Digging Deeoer-story of Jonah and the whale</b>	<b>Why are some stories special? (Believing/Story)</b> <b>UC: Incarnation- Advent is a time for getting ready for Jesus' coming</b> <b>Nativity booklet.</b>	<b>Where do we belong? Theme: Belonging</b> <b>UC: Gospel- Christians believe Jesus' teachings make people</b>	<b>Why are some times special? (Celebrations)</b> <b>UC: Salvation- Easter is an important part of the Big story</b> <b>Salvation- why are eggs</b>	<b>Who are we? (Myself)</b> What is my idea of heaven like? (RTG-page 103-111) Judaism –My favourite place to relax and reflect/ go on holiday Re-cap symbols look at Church and Synagogue jam jars-	<b>How do we celebrate our journey through life? (Celebrations- Christmas and birthday)</b> (RTG-110 and resources) Judaism-Shabbat and Passover. Menorah Sedar plate and food

			think hard about how to live and show them the right way	used as symbols at Easter? What does the symbol of the cross mean to Christians?	design a place of worship(shoe box)	tasting
Key Stage 2						
Year 3 /4						
Year A	<p>What is important to me? (Beliefs and Questions)  <b>UC: Creation and the Fall-What do Christians learn from the Creation Story? exploring the Fall, the ten commandments and why it's important to be able to say sorry (digging deeper)</b></p>	<p>Why do religious books and teachings matter? (Teaching and Authority)  <b>UC: People of God- What is it like to follow God? Make simple links between promises in the story of Noah and the promises Christians make at a wedding ceremony</b></p>	<p>How and why do people express their beliefs in different ways? (Symbols and Religious Expression)  <b>UC: Incarnation /God- what is the Trinity?</b></p>	<p>What does it mean to belong to a religion? (Religion and the Individual/Religion and Community)</p>	<p>How should we live and who/what can inspire us? (Inspirational People)  (RTG- page 155-163)  Hinduism and Christianity sacred texts.</p>	<p>What do people believe about life? (Beliefs and Questions/The Journey of Life and Death)  RTG- page 155-163)  Hinduism and Christianity Pilgrimage (RTG-page 127-132)</p>
Year B	<p>How do we make moral choices? (Beliefs in Action in the World)  <b>UC: Gospel-What kind of world did Jesus want? The teachings of Jesus and what it means to Christians. - exploring the message of the story of the Good Samaritan</b></p>	<p>What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community)  <b>UC: Digging Deeper Incarnation-comparing texts from the Bible and discovering the deeper meaning of Christmas</b></p>	<p>Why are some journeys and places special? (Worship, Pilgrimage and Sacred Places)  <b>Islam-Hajj</b></p>	<p>Why do religious books and teachings matter? (Teaching and Authority)  <b>UC: Salvation-Why do Christians call the day Jesus died-Good Friday?-looking at the time-line of the Bible and what the Easter story means to Christians</b></p>	<p>How should we live and who can inspire us? (Inspirational People)  <b>Islam-Muhammad and the Five Pillars</b></p>	<p>What is important to me? (Beliefs and Questions)  <b>UC: Kingdom of God, what was the impact of Pentecost?- looking at the Christian belief of God on earth, the Holy Spirit and the community of the church. -</b></p>
Year 5/6						
Year A	<p>What is important to me? (Beliefs and Questions)  <b>UC: God-What does it mean if God is holy and loving? exploring what the Bible says about God</b></p>	<p>Why do religious books and teachings matter? (Teaching and Authority)  <b>UC: Incarnation-Was Jesus the Messiah? Why is Christmas important to Christians; why do they want to make it more about Jesus Christ?</b></p>	<p>How and why do people express their beliefs in different ways? (Symbols and Religious Expression)  <b>UC: Salvation (Y5) What did Jesus do to save human beings?- what does Jesus' sacrifice mean to Christians and their different interpretations.</b></p>	<p>What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community)  <b>UC: Kingdom of God-What kind of King is Jesus?- looking at the Lord's Prayer and the idea of heaven.</b></p>	<p>How should we live and who can inspire us? (Inspirational People)  <b>Buddhism-Nirvana</b></p>	<p>What do people believe about life? (Beliefs and Questions/The Journey of Life and Death)  <b>Buddhism-Samsara and the Wheel of Dharma</b></p>
Year B	<p>How do we make moral choices? (Beliefs in Action</p>	<p>What does it mean to belong to</p>	<p>What is important to</p>	<p>Why do religious books and</p>	<p>Why are some</p>	<p>How should we live and</p>

	<p>in the World)  <b>UC: Gospel-What would Jesus do? Studying key stories from the Bible and looking at how they influence Christian lives in different ways and relating them to ideas of peace, forgiveness and healing.</b></p>	<p><b>a religion/belief system?</b> (Religion and the Individual/Religion and Community)  <b>Judaism</b></p>	<p><b>me? (Beliefs and Questions)</b>  <b>UC: Creation- Creation and Science: conflicting or complimentary? -exploring different ways of understanding Genesis 1</b></p>	<p><b>teachings matter?</b> (Teaching and Authority)  <b>UC: Salvation- What difference does the resurrection make to Christians?- looking at the idea of incarnation and salvation and hope and using Biblical terms.</b></p>	<p><b>journeys and places special?</b> (Worship, Pilgrimage and Sacred Places)  The Journey of life.  <b>Christianity, Humanism and Judaism</b></p>	<p><b>who can inspire us? (Inspirational People)</b>  <b>UC: People of God-how can following God bring freedom and justice?</b>  <b>UC: Gospel- Peter and Jesus; betrayal, forgiveness and restoration (digging deeper).</b></p>
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### Assessment and Recording

In RE we provide annual reports based on the assessment of children's learning. Reports provided a brief summary of the work covered, a summary of the standards achieved and how the child can improve their learning. To help us in assessing the children's learning and progress across the school in RE, samples of children from Years 2,3 and 4 are interviewed by the RE coordinator using the Devon SACRE guidance. We also recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed.

### Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### 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 CD ROMs. We try to ensure RE is a lively, stimulating subject which engages all children.

### The contribution of RE to the wider curriculum

While RE 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.

### RE 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 Friendship, Perseverance, Justice, Compassion and Courage
- 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.

### **RE contributes to children's moral development by:-**

- Enabling children to value themselves and others and have compassion for 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 promote racial and religious respect
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

### **RE 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

### **RE contributes to children's cultural development by:-**

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

### **RE and the use of language**

RE 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.

### **RE and the use of ICT**

RE can make an important contribution to children's use of ICT by:-

- Helping them make effective use of the internet, CD ROMs and licensed sites such as Espresso, to investigate and learn from different religions beliefs, teachings and ideas.
- We are working towards the use of e-mail and video conferencing to collaborate with other schools in different locations to Devon, Plymouth and Torbay, the wider global community as well as schools within the Federation

- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs principally within KS2

### **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. We aim to encourage them towards friendship and compassion through understanding of people of faith and none. Further to install and nurture the role of courage and perseverance in their daily lives and promote a strong sense of justice modelled by the strength of conviction of people of faith and none.