

Westgate Primary School Religious Education Policy



Rationale

It is a legal requirement that all children are entitled to religious education. RE is an important part of our curriculum both as a subject but also in its role to help the promotion of the spiritual, moral, social, and cultural development of our pupils. We want our pupils to grow up as tolerant and informed citizens and believe that respect and understanding of other beliefs is a vital part of this aim.

Aims

For our pupils to:

- learn about major world religions (particularly Christianity, Judaism, Islam and Sikhism) and other non-religious world views.
- develop their understanding of their own and other peoples' beliefs, values and cultures; including religious practices and non-religious views.
- develop respect, empathy and acceptance towards other people and their beliefs, cultures, values and religious practices and to have the time to reflect and respond to these.
- develop their spiritual, moral and cultural growth to promote a more cohesive society.

Planning

Westgate Primary School teaches Religious Education according to the Leeds, Calderdale and Kirklees Agreed Syllabus "Believing and Belonging 2019-2024". To enable effective progression, the syllabus requires schools to teach RE through an evolving understanding of world faiths. Christianity and Islam are the core religions in Key Stage One with the addition of Sikhism and Judaism in Key Stage Two. Non-religious world views are included in both key stages. To deliver the RE curriculum effectively, the equivalent of one hour a week teaching time is required although this could be organised into a longer teaching block.

Curriculum content

Foundation Stage

RE is a legal requirement for all pupils on the school roll, including all those in the Reception year. In line with the DfE's 2013 EYFS Profile, RE should be delivered both through planned, purposeful play and through a mix of adult-led and child-initiated activity. Sensitivity to the backgrounds and experience of young children is important, whether or not they come from a faith background.

Material will be drawn from Christianity and at least one other religious tradition, Pupils will encounter religions and other world views through special people, books, times, places and objects. They should listen to and talk about stories from a range of different religions and world views. Pupils will be introduced to subject specific words and use all their senses to encounter beliefs and practices.

They will be encouraged to ask questions and talk about their own feelings and experiences. Pupils will use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They will learn to appreciate and value human beings, recognising and encountering diversity.

EYFS topics are:

A. Beliefs and practices of religions and other world views

F1 Where do we live? Who lives there?

F2 How are special times celebrated?

B. Questions of meaning, purpose and value

F4 What can we see in our wonderful world?

F5 Who and what are special to us?

C. Questions of morality, identity and diversity

F3 What makes a good helper?

Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Teaching and learning should be focused on Christianity and Islam alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

Key stage 1 topics are:

A. Beliefs and practices of religions and other world views

1.1 Which books and stories are special?

1.2 How do we celebrate special events?

2.1 How is new life welcomed?

2.2 How can we make good choices?

B. Questions of meaning, purpose and value

1.3 What does it mean to belong to a church or a mosque?

2.3 How and why do people pray?

C. Questions of morality, identity and diversity

1.4 How and why do we care for others?

2.4 How can we look after our planet?

Key stage 2

Pupils will extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary. They will be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils will respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At KS2, teaching and learning will build on the KS1 focus on Christianity and Islam and be extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life.

Aspects of other faiths will be included as appropriate, such as teaching about a specific concept, festival or practice.

Lower Key Stage 2 topics are:

A. Beliefs and practices of religions and other world views

3.1 How do Jews remember God's covenant to Abraham and Moses?

3.5 Who can inspire us?

4.1 How are important events remembered in ceremonies?

4.3 How do the "Five Pillars" guide Muslims in life?

B. Questions of meaning, purpose and value

3.3 How are beliefs expressed through arts?

3.4 What do creation stories tell us about our world?

4.4 Why are Gurus at the heart of Sikh belief and practice?

C. Questions of morality, identity and diversity

3.3 What do Christians believe about a good life?

3.2 How do people express spirituality?

4.2 What faiths are shared in our country?

Upper Key Stage 2 topics are:

Beliefs and practices of religions and other world views

5.1 Why are some places and journeys special?

6.1 How do Sikhs show commitment?

6.2 What do Christians believe about Jesus' death and resurrection?

6.4 How do Jews remember Kings and Prophets in worship and life?

B. Questions of meaning, purpose and value

5.3 Should we forgive others?

5.4 What do Christians believe about the old and new covenants?

C. Questions of morality, identity and diversity

5.2 What values are shown in codes for living?

6.3 How does growing up bring responsibilities and commitments?

Resources

As with any subject, RE can be delivered using a variety of activities and resources. These may include art, music, cookery, creative writing, discussion, debate, dance, drama, use of artefacts, photographs, DVDs, IWB materials and opportunities for periods of stillness and quiet reflection. We also visit places of worship and invite members of local religious communities to speak to the children through our Interfaith subscription.

Religious Education artefacts are kept in labelled boxes in the photocopying room. Children's books on religion are kept in the library. All teachers have access to the RE Hub online planning, assessment and resources. The RE subject leader will be responsible for the managing and resourcing of the subject and provide support and assistance where necessary.

Cross-curricular links

Cross-curricular links with R.E. are being developed where possible and are planned carefully by staff. R.E. links well to many other areas of the curriculum, particularly English and PSHE and links made are meaningful and relevant. In addition, the progression of knowledge is being mapped across year groups to enable staff to refer to and build on prior learning.

Assessment

Foundation Stage

Assessment is continuous in EYFS. A record is made, and evidence is added to the child's individual learning profile to contribute to summative assessment judgments in Understanding the World.

At the end of EYFS, parents receive information as to whether their child is assessed as emerging, expected or exceeding the Early Learning Goal for Understanding the World.

Key stage 1 and key stage 2

Assessment is an on-going process brought about by:

- observation of children working
- discussion with children – before, during and after working, including assessing what the children know at the beginning of a topic.
- looking at and marking of children's work
- an end of topic quiz/test with scores being recorded centrally.
- book looks

Children record their learning in a topic book. Increasingly, units are being taught in blocked periods of time.

Record keeping will be done in line with school policy and should be done to inform planning.

Reporting of RE will be in accordance with statutory requirements. As a minimum, schools need to:

- report to parents at the end of each key stage, indicating progress towards the relevant end of key stage statement;
- report to any school to which a pupil is transferring, including the routine transfer to a secondary school or college.

Children's annual school report indicates the effort and progress that children have made each year in RE.

End of Key Stage Statements

Key Stage 1

Beliefs and authority

Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come.

Worship and spirituality

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out about the meanings behind them. Recognise some different ways that people express beliefs and values, appreciating some similarities between communities.

The nature of religion and belief

Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

Ultimate questions

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.

Moral decisions

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Identity and diversity

Find out about and respond with ideas and examples of co-operation between people who are different.

Key Stage 2

Beliefs and authority

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities.

Worship and spirituality

Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, to reflect on their significance.

Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.

The nature of religion and belief

Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance.

Ultimate questions

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.

Moral decisions

Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions.

Identity and diversity

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Role of Subject Leader

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. The subject leader is also responsible for supporting colleagues in the teaching of R.E., being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The R.E. subject leader's role is to:

- Ensure high standards
- Provide support and guidance
- Manage the resources
- Keep up to date with developments in R.E. and disseminate information to colleagues as appropriate
- Co-ordinate and monitor assessment in the subject and use this to inform future teaching and learning.

Inclusion, SEN and Equal Opportunities

All pupils regardless of gender, race, religion, ability or disability will have the opportunity to experience a relevant and appropriate religious education curriculum.

Children on the SEND register and who have specific learning difficulties will be planned for.

Withdrawal of Pupils from Lessons

Parents have the right to withdraw children from RE if they wish to do so. They should inform the class teacher and also the Headteacher who will discuss arrangements for the supervision of their child/children.

Monitoring & Evaluation

Monitoring of standards and progress in RE is the responsibility of the subject leader. Time will be given during the academic year to monitor the subject across the phases. This will focus on RE specific teaching and learning and may include classroom observations, talking to children and adults, planning, children's books and evidence of first-hand experiences. Results of monitoring will inform the Subject Leader's action plan.

This policy was reviewed in April 2023, as part of a three year cycle. It may be reviewed sooner, subject to local curriculum changes.

Signed: (On behalf of the governing body)

Signed: (Head teacher)

Date: 08/06/2023