

RE Policy

CAPTAIN WEBB PRIMARY SCHOOL

Curriculum

Written by: K McGee
Creation Date: 1st Oct 2024
Review Date: 1st Oct 2025

Policy for Religious Education

Introduction

At Captain Webb we work in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another. We use our Captain Webb Values to promote positive attitudes to learning: Listen Encourage Achieve Respect Nurture.

Aims of Teaching

Religious Education helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning. The aims of teaching Religious Education in our school are to enable children to:

- Provoke 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.
- Develop pupils' knowledge and understanding of Christianity, other principal religions and world-views, which offer answers to such questions.
- Develop pupils' awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families, communities and cultures.
- Encourage pupils to learn from the diversity of different religions, beliefs, values and traditions whilst affirming their own faith or search for meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their communities, as citizens in a pluralistic society and global community.
- Play an important role in preparing pupils for adult life and employment, enabling them to develop respect and sensitivity to others, in particular those with different faiths and beliefs, and to combat prejudice and negative discrimination.

Teaching and Learning of RE

Teaching and learning in RE is based upon the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

In order to make RE a active subject we employ a variety of teaching and learning approaches through discussions, recording, art, music, drama, the use of artefacts, stories and the use of periods of stillness and reflection. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Diwali to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children. (Please see table below)

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

Programmes of Study

KS1 and KS2 Children in KS1 and KS2 follow Telford and Wrekin's' SACRE Re scheme of work we have agreed that:

- KS1 pupils will study Christianity as the principal focus and Islam as the major focus.
- KS2 pupils will study Christianity as the principal focus, Islam as the major focus and Sikh as the minor focus. T
- The children will also be introduced to Hinduism and Humanism.

The schemes of work include assessment, differentiation, resources, and are created to support teachers in monitoring pupil progress whilst inclusively teaching the subject.

Religious Education has two attainment targets:

AT1 Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- Give an informed and considered response to religious and moral issues;
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- Identify and respond to the questions of meaning within religion.

Children will be Learning about Religions and Learning from Religion through:

- Investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
- Questioning; developing curiosity about life, relationships and the natural world
- Empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
- Reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
- Relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
- Expression; the ability to identify and explain feelings and aspects of religions

Reception	Year 1
<ul style="list-style-type: none"> • My family • Celebrations – Birthdays, Weddings, Diwali, Hanukah, Christmas, Easter, Eid & Chinese New Year. • Special places – visit to temple and church. • Names of different religions and some simple beliefs and customs. • Qualities of a friend. 	<ul style="list-style-type: none"> • 1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?' (Jews and Christians) • 1B: Special stories: what can we learn? (Christians and Muslims) • 1C: I wonder: Questions that Puzzle Us • 1D: Finding out about Christian Churches
Year 2	Year 3
<ul style="list-style-type: none"> • 2A: Respect for everyone: what does that mean? • 2B: Symbols of belonging: what can we learn? (Hindu, Muslim, Christian) • 2C: Holy words; Why do religious people love their scriptures? • 2D: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin 	<ul style="list-style-type: none"> • 3A: Diwali: how and why is the festival celebrated and what does it mean? • 3B: Living in harmony: Stories to show we care • 3C: Leaders and followers in Family Life (Jewish and Christian) • 3D: Is life like a journey? (Christian, Muslim, Hindu)?
Year 4	Year 5
<ul style="list-style-type: none"> • 4A: What can we learn from visiting sacred places? (Any two faiths) • 4B: Does a beautiful world mean there is a wonderful God? (Christian, non-religious) • 4C: Why do some people think Jesus is inspiring? • 4D: Keeping the 5 Pillars of Islam today 	<ul style="list-style-type: none"> • 5A: Temptation: What can we learn from Muslims and Christians? • 5B: Prayer: asking questions and seeking answers (Jewish, Muslim) • 5C: Values: What can we learn from Christians and Humanists? • 5D: Christian Aid and Islamic Relief: Can they change the world?
Year 6	Whole School Coverage Through Assemblies and Visitors
<ul style="list-style-type: none"> • 6A: Religion and the individual: Exploring commitment • 6B: Words of Wisdom from Sikhs, Muslims and Christians • 6C: Expressing spiritual ideas through the arts (Christian) • 6D: What will make our community more respectful? (Many religions and beliefs) 	<ul style="list-style-type: none"> • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • Celebrating faiths through "World Faith Week." • Weekly collective worship • Harvest/Easter/Christmas assemblies • Tolerance of those of Different Faiths and Beliefs • To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

EYFS

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

EYFS follow the Birth to Five Matters to design, plan and deliver RE across the Statutory Framework for EYFS. Lessons and activities foster children's learning and understanding of the world, including people and communities.

Planning

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's RE knowledge and skills mapping is informed by and aligned to the Telford and Wrekin Primary RE scheme of work. This scheme promotes good practice in religious education. All planning clearly shows learning objectives, success criteria, states the relevant sections of the programme of study being covered, and provides assessment tool for monitoring of learning and progress.

Knowledge

Knowledge forms the basis for progress in RE. Crucial to progression in RE is that knowledge is seen to be valuable to the children and to the teacher. Within RE there can be a focus on two types of knowledge: substantive (the what) and disciplinary (the how) knowledge. The Telford & Wrekin Agreed Syllabus enables both to be developed throughout. In terms of substantive knowledge, the development of such is reflected through the curriculum units of the Agreed Syllabus. In following the Agreed Syllabus pupils and schools will be able to evidence progression in substantive knowledge. An example of this progression with regard to Christianity is shown below. With regards to disciplinary knowledge RE can be seen to incorporate many disciplines in its study: theology, anthropology, sociology, psychology, history, and the list can go on. Within RE all of these disciplines coalesce into a subject which is grounded in academic disciplines, but at the same time reflects on peoples' experiences and most deeply held beliefs. The way that the Agreed Syllabus is structured will enable each of these disciplines to be employed at different times.

Buddhist	Christianity	Hinduism	Islam	Judaism	Sikhism	Non-religious worldviews
Knowledge Content...						
<p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR: Festivals: how are they celebrated? (Christmas, Easter)</p> <p>1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?</p> <p>1B: Special stories: what can we learn?</p> <p>1D: Finding out about Christian Churches</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>3C: Leaders and followers in Family Life</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>4B: Does a beautiful world mean there is a wonderful God?</p> <p>4C: Why do some people think Jesus is inspiring?</p> <p>5A: Temptation: What can we learn from Muslims and Christians?</p> <p>5C: Values: What can we learn from Christians and Humanists?</p> <p>5D: Christian Aid and Islamic Relief: Can they change the</p>	<p>YR: Festivals: how are they celebrated? (Divali)</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>3A: Divali: how and why is the festival celebrated and what does it mean?</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR Festivals: how are they celebrated? (Eid)</p> <p>1B: Special stories: what can we learn?</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>2D: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>4D: Keeping the 5 Pillars of Islam today</p> <p>5A: Temptation: What can we learn from Muslims and Christians?</p> <p>5B: Prayer: asking questions and seeking answers</p> <p>5D: Christian Aid and Islamic Relief: Can they change the world?</p> <p>6B: Words of Wisdom from Sikhs, Muslims and Christians</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR: Festivals - Hanukkah</p> <p>1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?</p> <p>3C: Leaders and followers in Family Life</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>5B: Prayer: asking questions and seeking answers</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>6B: Words of Wisdom from Sikhs, Muslims and Christians</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>4B: Does a beautiful world mean there is a wonderful God?</p> <p>5C: Values: What can we learn from Christians and Humanists?</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>

	world? 6B: Words of Wisdom from Sikhs, Muslims and Christians 6C: Expressing spiritual ideas through the arts (Christian) 6D: What will make our community more respectful? (Many religions and beliefs)					
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Cross Curricular Links

We teach RE topics in conjunction with our cross curricular approach to teaching and learning. Some examples of the way RE is enriched is through art, drama, poetry, visits and experiences.

Assessment

Since the removal of levels from the Primary School it is necessary to use End of Key Stage Statements to show progression in skills. For Reception there can be seen to be a usage of the Early learning Goals alongside some elements of the End of Key Stage Statements.

Early Learning Goals

Communication and language

Listening and attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They Make comments about what they have heard and ask questions to clarify their understanding.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Understanding the world

People and communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

The world: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Expressive arts and design

Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.

<u>Yr R</u>	<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>	<u>Yr 4</u>	<u>Yr 5</u>	<u>Yr 6</u>
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Beliefs and practices						
Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year	Recall and name different beliefs and practices	Find out meanings behind beliefs and practices	Describe features of the religions and worldviews	Explain with reasons the significance religions and worldviews	Reflect on features of the religions and worldviews	Make connections between different features of the religions and worldviews
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Sources of Wisdom						
Begin to recall parts of religious stories.	Retell some religious and moral stories	Explore and discuss sacred writings.	Suggest meanings to some religious and moral stories	Describe links between stories and other aspects of the communities they are investigating	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings	Understand links between stories and other aspects of the communities they are investigating maybe by offering opinions
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Ways of Life						
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG	Recognise some similarities between communities	Recognise similarities between communities (Hindu, Muslim and Christian)	Describe a range of beliefs, symbols and actions			Understand different ways of life and ways of expressing meaning
Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Express and communicate ideas						
Talk about religion from sources of information and use some simple everyday religious terms.	Ask and respond to questions about what communities do, and why	Identify what difference belonging to a community might make to individuals	Reflect on features of religions and world wide views.	Describe varied examples of religions and worldviews	explain, with reasons, the meanings of religions and worldviews to individuals and communities	explain, with reasons, the significance of religions and worldviews to individuals and communities

Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Dimensions of Religion						
Talk about their community. (UW)	Observe and recount different ways of expressing identity and belonging,	Identify what difference belonging to a community might make to individuals.	Respond sensitively for themselves	suggest why belonging to a community may be valuable, in their own lives	suggest why belonging to a community may be valuable for the diverse communities being studied	Understand the challenges of commitment to a community of faith or belief,
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Reflection						
Talks about past and present events in their own life and in the lives of family members	Express their own ideas and opinions in response using words, music, art or poetry	Explore questions about belonging, meaning and truth	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth,	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth	Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Community						
Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6 PSED	Find out about examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Describe ways in which diverse communities can live together for the well-being of all	Respond thoughtfully to ideas about community, values and respect	Understand and apply ideas about ways in which diverse communities can live together for the well-being of all
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Values and Commitment						
Begin to talk about what makes themselves and other people happy and sad.	Explore questions.	Find out about questions of right and wrong	Begin to express their ideas and opinions about questions of right and wrong in response.	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	Express their own ideas clearly in response ethical questions, including ideas about what is right and wrong and what is just and fair	Apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair

Assessing RE is an integral part of teaching and learning and central to good practice. It reviews the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. In Religious Education we assess in the following ways we assess through formative, summative and assessment for learning.

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. We assess substantive knowledge through the understanding of key vocabulary and concepts. The children will also complete an assessment task relating to the big question of the unit. Teachers will use their assessments to form a judgement as to whether each child has reached the targets for each key question in their year group. Evidence of work will be highlighted in children's books, on photographs, videos and notes on discussions with children etc. This will demonstrate achievement of objectives.

Equal Opportunities

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

- **Commitment:** Understanding the importance of commitment to a set of values by which to live one's life.
- **Fairness:** Listening to the views of others without prejudging one's response.
- **Respect:** Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule.
- **Self-understanding:** Developing a mature sense of self-worth and value.
- **Enquiry:** Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality. In our school we teach RE to all children, whatever their ability.

When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties or talents. We take into account the targets set for individual children in their Individual Provision Maps (IPM).

Resources

The Telford and Wrekin SACRE RE Scheme of Work identifies resources relating to each unit of work.

An Inclusive Approach

Curriculum Considerations

The Teachers facilitates access to the RE curriculum through effective adaptive teaching, adult support, and alteration of any resources as necessary. When planning, teachers ensure that they cater for the differentiation within their classroom, through tasks and outcomes for assessment. An essential part of the planning procedure is referring to prior achievement/learning so children know and remember more. Teachers elicit children's ideas and understanding of topics at the start of a new unit of

work. (Where appropriate, teachers will follow up children's interests and ideas.) We provide challenging learning opportunities for children to work collaboratively and make choices in their own learning by:

- setting tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexity, adapted to the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children.
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- Children with SEND/EAL children are given appropriate support to access the RE curriculum and can respond in different ways.
 - All pupils are encouraged to consider their own values and attitudes and those of others, and provided knowledge and opportunities to understand other people.
 - Scaffolds, sentence stems etc. are used to alleviate boundaries so that each child can access the main religious concepts.
 - Lessons are pitched appropriately to ensure children are able to access the RE curriculum.
 - Assessment is completed in an appropriate way for each child so that they are able to demonstrate their understanding.
 - An understanding of pupils' needs is demonstrated through the range of ways in which the pupils can achieve the lesson objective.
 - Revisiting key vocabulary to ensure more knowledge is remembered.
 - To support children with sensory issues we consider the layout of the classroom and the position of the learners.
 - Pictorial and visual aids to simplify and support understanding of new vocabulary.
 - Key vocabulary is drip-fed in activities outside of lessons e.g. assemblies.
 - Movement breaks are utilised when needed.
 - Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.

Teachers refer to the 'Whole School SEND Teacher Handbook.'

<https://www.wholeschoosend.org.uk/resources/teacher-handbook-send>

Role of Subject Leader

There is a named Subject Leader for RE with responsibility for teaching and learning of RE throughout the school. They will:

- Develop opportunities for parents/carers to become involved in Religious Education. For example, by ensuring that parents and carers that can share their own experiences of a religious celebration or custom, through effective prior communication with parents about whole school celebrations and relevant classroom topics.
- Keep up to date on current developments in Religious Education (including through participation in borough forums) and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Diwali workshop to visit school. Trip to local church & local minister to visit children.	Trip to local church.	Trip to local Mosque	RE experience at Telford Minster	RE experiences Christmas and Easter at Southwater Telford.	Trip to local Church RE experience. Trip to local Mosque.	Buddhist visitor. Trip to local church.