

Religious Education Policy



Religious Education Policy 2022

Value Statement:

Religious Education (R.E.) is key to helping young people grow up in today's multi-faith, diverse and connected world. R.E. aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs and to express their own enquiring, informed and reflective views about beliefs and values.

Intent:

With this in mind, we have established a school curriculum (Appendix 1) as an entitlement for all pupils, which will enable them to:

- deepen their factual knowledge and understanding of a range of religions and beliefs so they can recognise the diversity which exists within and between communities and amongst individuals thus becoming aware of the wider world in which they live;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all, thus developing tolerance and respect;
- have the opportunity to question issues of life and living with a greater sense of purpose, helping them to consider their own beliefs, values and attitudes;
- express their ideas, in a range of creative and imaginative ways, about how beliefs, practices and forms of expression influence individuals and communities;
- express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues.

Implementation:

In R.E., we implement the 'Cumbria Agreed Syllabus for Religious Education Revised 2017' through:

- an implicit and explicit whole school approach to ensure continuity and progression;
- delivery of lessons using an enquiry based approach focussing on key concepts relating to the different faiths: Christianity, Islam and Buddhism;
- regular structured teaching, with provision for time to reflect, with the expectation of the equivalent of at least one hour a week being devoted to R.E, which may be weekly or flexibly to enable more sustained or cross-curricular work;
- emphasis on the importance of R.E. vocabulary, teaching the key words explicitly during the lesson;

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- learning and teaching which is interactive and practical allowing pupils to work independently, in pairs, in groups of various sizes both inside and outside the classroom;
- the opportunity in lessons for pupils to enquire into and reflect on their own and other people's lives, values and beliefs and create bridges between familiar and unfamiliar experiences and concepts;
- access to the variety of resources which are available with regard to the different faiths covered. These resources are kept in a central store and include: artefacts, photos and books. There is additional material in the library and access to the internet, to enable the children to explore different faiths. All classrooms have access to a class set of Bibles;
- a cross-curricular creative approach to teaching and recording outcomes by using the Arts (drama, music, dance and art), poetry, extended writing, critical skills, discussion and presenting arguments and I.T;
- encouraging visitors into school, from a range of faiths, and arranging visits out of school, both within and beyond the local community.

All children are given the opportunity to achieve their full potential through our R.E. curriculum. It is inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

Impact:

- Each enquiry which forms our program of learning and teaching in R.E. sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. (Appendix 2)
- We ensure when we assess pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day to day observations, practical activities and written work.
- We use quizzes regularly to determine knowledge remembered.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.
- We do not make summative judgments about individual pieces of work but rather use such outcomes to build an emerging picture of what the pupil knows, understands and can do.
- At the end of each year, we make a summative judgement about the achievement of each pupil against the subject learning goals for R.E in KS2. At this point teachers decide on the 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards them.
- The decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made.
- Achievement against the learning goals for R.E. at the end of the year is used as the basis of reporting progress to parents.

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Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school after discussing any concerns with the class teacher and R.E. coordinator. We would hope that all parents would feel comfortable with the Religious Education being taught at South Walney Junior School.

Policy review

This policy will be reviewed in line with the school's policy review programme and no later than the following date: February 2023

Signed Headteacher

Signed Subject Lead *Fiona Anderson*

Date

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APPENDIX 1: Whole School Curriculum

<p>Year 3</p>	<p>Christianity What can we learn from visiting sacred places?</p> <p>Christianity Christmas: Advent Explore advent as a time of preparation and hope.</p>	<p>Christianity/Buddhism/Islam Why should we care for our world? Creation and the natural world</p> <p>Christianity Easter: Joy & Sadness Explore the story of Palm Sunday in context of Holy Week and understand its significance.</p>	<p>Islam What does it mean to belong to Islam?</p>
<p>Year 4</p>	<p>Christianity/Buddhism/Islam What can we learn from Religious Leaders?</p> <p>Christianity Christmas: Light - 'Jesus as the Light of the world'</p>	<p>Christianity/Islam/Buddhism What do different people believe about God? Include Trinity; Pentecost; Muslim and Buddhist beliefs.</p> <p>Christianity Easter: Trust & Loyalty Explore the importance of Lent as a period of preparation.</p>	<p>Buddhism What do Buddhists value most? (concept of karuna - compassion)</p> <p>Christianity How hard is it to forgive? What is it like to be forgiven?</p>
<p>Year 5</p>	<p>Christianity/Islam/Buddhism Why do people make pilgrimages? Life as a journey.</p> <p>Christianity Christmas: Epiphany - Gifts and Gift Bringers Hear the story from Matthew's Gospel about the visit of the Wise Men.</p>	<p>Buddhism What can we learn from Buddhist Mandalas about life, dying and death? (Concept of impermanence)</p> <p>Christianity Easter: Victory Explore what Christians believe the death of Jesus achieved.</p>	<p>Christianity/Islam Can Christian Aid and Islamic Relief change the world? Beliefs and actions in the world</p> <p>Islam Why can holding beliefs be difficult? What are the challenges of fasting for Muslims</p>
<p>Year 6</p>	<p>Judaism/Christianity/Islam What can we learn from sacred texts? Compare Torah; Koran; Bible</p> <p>Christianity Christmas: The Gospel Accounts. Messages and Messengers. Explore similarities and differences in 2 accounts of Jesus' birth (Matthew and Luke).</p>	<p>Christianity How have Christian Art and music attempted to inspire people to find peace?</p> <p>Christianity Easter: Who was Jesus? Explore Jewish expectations about the Messiah and how Jesus' contemporaries had different expectations of him.</p>	<p>Humanism What does it mean to be a humanist?</p>

Aims for the end of KS2 as specified in the Cumbria Agreed Syllabus for Religious Education Revised 2017.

A) To Know About and Understand:

- 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 ideas.
- 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.
- 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.

B) Express and Communicate:

- 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.
- 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.
- B3) Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

C) Gain and Deploy Skills:

- C1) Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
- C2) 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.
- 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.