



**“Always try your best to be your best”.**

## **A Statement of Policy for the Religious Education Curriculum**

### **Aims of Religious Education in Barnsley Council**

Acquire and develop knowledge and understanding of Christianity and the five other principal religions represented in Great Britain.

Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions.

Enhance their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions.

Here at Lacewood we share these aims and have planned a new curriculum which incorporates the new Barnsley agreed syllabus and offers children the opportunity to investigate this aspect of theirs and other peoples' lives.

Our teaching is carried out both in assemblies where common themes are shared and also in class lessons where children develop their learning further, often linked to themes that are being studied. Learning is blocked into units and not necessarily taught in weekly amounts giving;

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

The key aspects of learning for KS1 and KS2 are based on six key questions.

- Why are these words special?
- Why are some places special?
- How can a faith contribute to community cohesion?
- Why are some times special?
- What can be learned from the lives of significant people of faith?
- How do I and others feel about life and the universe around us?





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The Foundation stage is based on three themes. :-

- My World (Me, My Family, Other people)
- Special Times
- Special Places

Each RE theme is related to the overall theme being studied in the half term. RE can contribute to all six areas of learning but most specifically in relation to the following:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

Assessment is linked to ‘I can’ statements as with all our curriculum. The curriculum overview is as follows:-

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Why are some times special? Festivals, Families, Objects and Artefacts	Why are some times special? For Christians and Jews Celebration of harvest, sukkot, Christmas	Why are some times special?	Why are some times special?	Barnsley Agreed Syllabus - Christianity, <b>Why are some times special?</b>	Barnsley Agreed Syllabus - Why are some times special?
Autumn 2	How can faith contribute to Community cohesion?	How can faith contribute to Community cohesion?	How can faith contribute to Community cohesion?	How can faith contribute to Community cohesion?	How far can faith contribute to community cohesion?	Barnsley Agreed Syllabus - How can faith contribute to Community cohesion?
Spring 1	Why are these words special?	Why are words special?	Why are words so special?	Why are words so special?	Barnsley Agreed Syllabus - Why are words so special?	Barnsley Agreed syllabus Why are words so special?
Spring 2	What can be learned from the lives of significant people of faith?	What can be learned from the lives of significant people of faith? Stories and teachings about Jesus and spiritual leaders important to the Jewish faith from the Old Testament. Comparing these people to spiritual leaders today.	What can be learned from the lives of significant people of faith?	What can be learned from the lives of significant people of faith?	What can be learned from the lives of significant people of faith? Barnsley Agreed Syllabus	Barnsley Agreed Syllabus What can be learned from the lives of significant people of faith? Buddhism
Summer 1	Why are some places special?	Why are some places special? Why are there places of worship? How and where do Christians and Jews worship? Looking at and comparing church and a synagogue	Why are some places special?	Why are some places special?	Barnsley Agreed Syllabus Why are some places so special	Why are some places special?
Summer 2	How do I and others feel about life and the universe around us?	How do I and others feel about life and the universe around us?	How do I and others feel about life and the universe around us?	How do I and others feel about life and the universe around us?	Barnsley Agreed Syllabus - Sikh Dharma, How do I and others feel about the Universe? Sikh beliefs and values	Barnsley Agreed Syllabus How do I and others feel about life and the universe around us? Buddhism





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RE Progression of skills

AT1 Learning about Religions	Y1	Y2	Y3	Y4	Y5	Y6
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> <li>Recount outlines of some religious stories.</li> <li>Retell religious stories and identify some religious beliefs and teachings.</li> </ul>		<ul style="list-style-type: none"> <li>Describe some religious beliefs and teachings of religions studied, and their importance.</li> <li>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> </ul>		<ul style="list-style-type: none"> <li>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</li> </ul>	
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> <li>Recognise features of religious life and practice.</li> <li>Identify some religious practices, and know that some are characteristic of more than one religion.</li> </ul>		<ul style="list-style-type: none"> <li>Describe how some features of religions studied are used or exemplified in festivals and practices.</li> <li>Show understanding of the ways of belonging to religions and what these involve.</li> </ul>		<ul style="list-style-type: none"> <li>Show understanding of the ways of belonging to religions and what these involve.</li> <li>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</li> </ul>	
Expression and language (how people express themselves)	<ul style="list-style-type: none"> <li>Recognise some religious symbols and words.</li> <li>Suggest meanings in religious symbols, language and stories.</li> </ul>		<ul style="list-style-type: none"> <li>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</li> <li>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> </ul>		<ul style="list-style-type: none"> <li>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>Explain how some forms of religious expression are used differently by individuals and communities.</li> </ul>	



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RE Progression of skills

AT2 Learning from Religions	Y1	Y2	Y3	Y4	Y5	Y6
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> <li>Identify aspects of own experience and feelings, in religious material studied.</li> <li>Respond sensitively to the experiences and feelings of others, including those with a faith.</li> </ul>		<ul style="list-style-type: none"> <li>Compare aspects of their own experiences and those of others, identifying what influences their lives.</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>Make informed responses to questions of identity and experience in the light of their learning.</li> </ul>	
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> <li>Identify things they find interesting or puzzling, in religious materials studied.</li> <li>Realise that some questions that cause people to wonder are difficult to answer.</li> </ul>		<ul style="list-style-type: none"> <li>Compare their own and other people's ideas about questions that are difficult to answer.</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>Make informed responses to questions of meaning and purpose in the light of their learning.</li> </ul>	
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> <li>Identify what is of value and concern to themselves, in religious material studied.</li> <li>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</li> </ul>		<ul style="list-style-type: none"> <li>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> <li>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</li> </ul>	





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### **Assessment of Religious Education**

The key indicators of attainment in RE are contained in Attainment Target 1 (Learning about religion) and Attainment Target 2 (Learning from religion). AT1 is about how pupils develop their knowledge, skills and understanding with reference to beliefs and teaching, practices and ways of life and forms of expression. AT2 refers to how pupils express their responses and insights with regard to questions and issues about identity and belonging, meaning, purpose and truth and values and commitments. Age related expectations are a statutory part of the Barnsley syllabus which are recommended to work to and defines the progression in learning. The age related expectations provide the basis to make judgements about pupils performance in KS1 and 2. In the FS children are expected to meet the ELG. At KS1 and 2 each year group has set age related expectations. These can be assessed by using percentages of a specific year group’s expectations on the scale below. The age related expectations are a section within the Barnsley Agreed syllabus.

<b>Emerging Working towards age related expectations</b>	<b>0-50% required</b>
<b>Secured Working at age related expectations</b>	<b>50%-80% required</b>
<b>Mastered Working above age related expectations</b>	<b>80%-100% required</b>





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## **RE: statutory requirements and curriculum information**

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

## **Withdrawal**

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; - the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.

## **Statutory Duty of School in relation to collective worship**

Lacewood Primary school provides daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship is wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the





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pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

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