



Redlands Primary & Nursery School

RE Policy

Member of staff responsible: E Armstrong

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Introduction

'Religious education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.' (DfES, 2000)

Aims

The following aims for R.E. reflect a broad consensus about the subject's educational rationale and purpose. R.E. makes a significant contribution to spiritual, moral, and cultural development by helping pupils to:

- Acquire and develop knowledge and understanding of Christianity and the 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 a reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- Enhance their spiritual, moral, cultural and social 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 to their own understanding and experience
 - Reflecting on their own beliefs, values and experiences in the light of their study
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.



Planning and Curriculum Delivery

At Redlands, children follow the Nottinghamshire Agreed Syllabus for Religious Education. Below is an overview of the long term planning which all staff adhere to.

Key Stage 1 Year Group	Unit/Key Question
EYFS	Pupils will encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. They will be introduced to subject specific language and explore beliefs, practises and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imaginations and curiosity to develop their appreciation of and wonder at the world they live in.
1	Celebrations and Festivals Who celebrates what and why? Christians and Jewish people?
1	Myself How do we show we care for others? Why does it matter?
1	Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?
1	Symbols In what ways are churches/synagogues important to believers?
2	Leaders What makes some people inspiring to others? Christian and Jewish leaders
2	Believing What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong? **Example plan on CD Rom in RE file**



2	What does it mean to belong? What is it like to belong to the Christian religion in Notts?
2	Jewish and Christian Stories: How and why some stories are important in religion. What can we learn from them and the Torah?
1 and 2	<i>Increasing understanding of Easter and Christmas</i>

Key Stage 2 Year Group	Unit/Key Questions
3	Beliefs and Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others impact on their lives?
3	Religion, family and community: Prayer How do religious communities practise their faith? Recommended Islam and Christianity
3	Worship and Sacred Places Where, how and why do people worship? Investigation places of worship in Notts – local examples
3	Inspirational People from the past What can we learn from inspiring people in sacred texts and the history of religion? Judaism, Christianity and Islam/Moses, Jesus, Muhammed
4	The Journey of Life and Death Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Christianity, Islam, Hinduism
4	Symbols and religious expression How do people express their religious and spiritual ideas on pilgrimages? Islam, Hinduism, Christianity



4	Spiritual Expression Christianity, music and worship: what can we learn?
4	Religion, family and community: worship, celebration, way of living How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?
5	Inspirational People in today's world What can we learn from great leaders and inspiring examples in today's world? Religion selected by school
5	Religion and the individual What is expected of a person following a religion or belief? Christianity
5	Beliefs and Questions How do people's beliefs about God, the world and others have an impact on their lives? Islam and Hinduism
5	Beliefs in action in the world How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions selected by school
6	Teachings, wisdom and authority What can we learn by reflecting on words of wisdom from religions and world views? What do sacred texts and other sources say about God, the world and Human life? Religions selected by school **Example plan on CD Rom in RE file**
6	Religion, family and community What contributions do religions make to life in Notts? How can we make Notts a county of tolerance and respect? Christianity, Hinduism, Islam and Judaism



6	Beliefs in action in the World How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
5 or 6	Beliefs in action in the World What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? Judaism <i>**Examples of planning and resources on CD rom in RE file**</i>

The school uses a framework formulated around the Nottinghamshire Agreed Syllabus for R.E 2015-2020. The new framework is based on enquiry, thinking skills and creativity.

Organising RE

Curriculum allocation for RE:

Reception and Key Stage 1: 36 hours per year (50 minutes a week)

Key Stage 2: 45 hours per year (an hour a week)

Recording and Assessment

As Religious education is an integral part of Redlands school life, assessing and recording will be carried out as in other curriculum subjects:

- Observations
- Product/ evidence/ photos.

Aims in RE: Progression

A1: Know about and understand – Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities

A2: Know about and understand – Identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom found in religions and world views

A3: Know about and understand – Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

B1: Express and communicate – Explain reasonably their ideas about how beliefs, practises and forms of expression influence individuals and communities



B2: Express and communicate – Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value

B3: Express and communicate – Appreciate and appraise varied dimensions of religion

C1: Gain and deploy skills – Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

C2: Gain and deploy skills – Enquire into what enables different communities to live together respectfully for the well-being of all

C3: Gain and deploy skills – Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

FURTHER DETAIL CAN BE FOUND IN THE RE CO-ORDINATOR FILE IN THE NEW SYLLABUS DOCUMENT 'RELIGIOUS EDUCATION FOR ALL'

Teaching RE to children with Special Needs

The Nottinghamshire SACRE vision is of RE for all. Every pupil can achieve and benefit from their RE, including pupils with SEND.

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Good quality teaching at Redlands will tailor the planning of the syllabus carefully to the special needs of all pupils.

The achievements and learning of pupils with SEN can be measured and credited using the Performance Descriptors for RE ('P' Scales). These provide teachers with an indicator of progress within RE.

For the small number of pupils who may need the provision, material may be selected from earlier or later key stages, where necessary, to enable individual pupils to make progress and achieve. Such materials should be presented in contexts suitable to the pupil's age.

British Values

RE makes a key contribution to pupil's exploration of British Values. Teaching at Redlands will enable pupils to learn to think for themselves about British Values.

Values education and moral development are a part of Redlands mission to contribute to the wellbeing of people within our community. The RE curriculum focuses learning in some of these areas, but pupils moral development is a whole school responsibility.

*Mutual Tolerance – At Redlands, we do not accept intolerant attitudes to members of the community; attitudes which reject other people on the basis of race, faith, gender, sexual



orientation and age are rightly challenged. Tolerance, however, may not be enough. We will challenge children to be increasingly respectful and to celebrate diversity.

*Respectful Attitudes – In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what society gains from diversity. Pupils will learn about diversity in religions and world views, and will be challenged to respect other people who see the world differently from themselves.

*Democracy – Pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we share responsibility to use our voice and influence for the well-being of others.

*The Rule of Law – Pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between right or wrong and learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all.

*Individual liberty – Pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Gender and Culture

All pupils at Redlands School are provided with equal opportunities regardless of race, gender, class, religion, creed, age or circumstances.

Cross Curricular Issues

Religious Education must form an integral part of the whole school curriculum and have a special role to play in the education of all pupils. Wherever possible it should be linked to work which is taking place in the classroom, in a flexible and varied way. There is a natural link between collective worship and R.E. but collective worship can also be linked with every other subject on the school curriculum and with all the activities which go to make up the school's life and work. Such links will benefit the whole school community.

Evaluation of the Policy

This will be carried out by classroom observation/materials review/curriculum audit to identify development areas.



Resources

These include:

- Audio/visual resources
- Photocopiable materials
- Teacher's information packs
- CD Roms

Children's information is available in the school Non fiction library. All of the books are banded pink.

We have resources in school to be able to teach all our religious education teaching units, including a collection of religious artefacts which we use to enrich teaching in different faiths (available in blue boxes outside class 9).

Collective Worship

During Wednesdays assembly children are encouraged to listen, contribute and ask questions about different faiths. Children will learn 'The Lord's Prayer' and will say this or a short prayer at the end of each R.E assembly. **There is a yearly timetable for religious assemblies which are held on a Wednesday. All staff are encouraged to refer to the timetable to ensure religious festivals are celebrated in assemblies and throughout school.**

Please refer to

- SMSC Policy
- SEN and Disability Policy