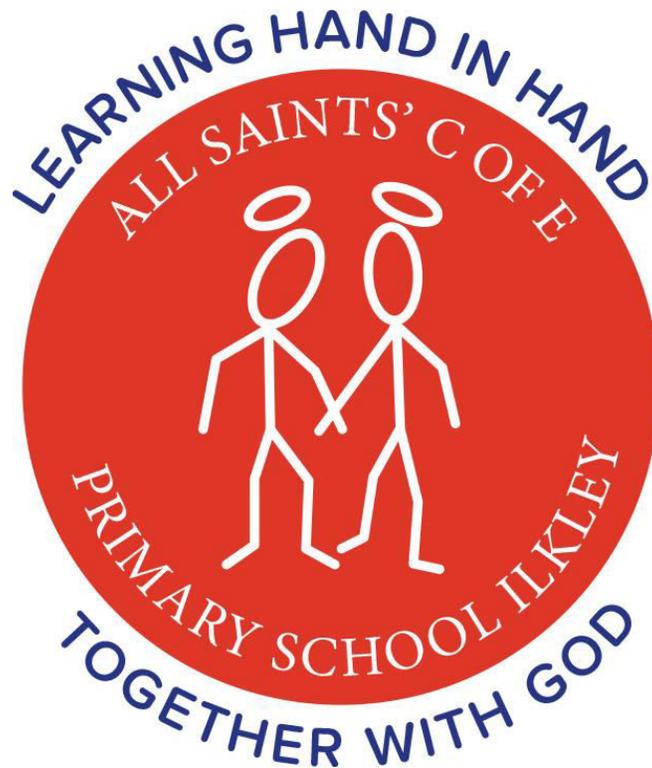




All Saints' CE Primary School



Religious Education Policy

Approved: January 2020

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Vision: Learning Hand in Hand Together with God



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Vision: Learning Hand in Hand Together with God

Colossians 3:17: Whatever you do, whether in word or deed, do it all in the name of Lord Jesus, giving thanks to God the Father through him.

Rationale

At All Saints' C of E Primary School, we take pride in offering Religious Education that enthuses, broadens the mind, develops spirituality and allows deeper thinking and reflection on the world around us. We aim to do this in partnerships with school, home, the parish of All Saints' Church and everyone in the school and wider community.

As part of the Bradford Local Authority (LA), we follow the LA Agreed Syllabus for RE which has been complemented by the Diocesan approved resource Understanding Christianity. The Diocese has advised this, to help enrich the teaching and learning of Christianity throughout school.

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

Hopeful learners through **honesty, forgiveness** and **trust**

Achieving learners through **resilience, respect** and **ambition**

Nurturing learners through **care, compassion** and **friendships**

Developing learners through **wisdom, faith** and **fun**

Sharing learners through **kindness, celebration** and **love**

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

We believe that R.E is important in promoting the moral, social, cultural and spiritual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of others, thus enabling pupils to be better equipped to cope with the responsibility and experience of adult life.

Aims

The curriculum for RE aims to ensure that all pupils:

- **Know about and understand a range of religions and worldviews.**
- **Express ideas and insights about the nature, significance and impact of religions and worldviews.**
- **Develop and use the skills needed to engage with religions and worldviews,**



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We aim to:

Develop the religious literacy, which enables pupils to deploy the knowledge and practical skills for encountering diversity.

- Help each child develop a sense of his/her own identity and to grow in self-knowledge and confidence.
- Help each child in their development of acquiring a set of Christian values, which will guide their personal behaviour.
- Inspire awe and wonder in the world around them.
- Foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious beliefs.
- Foster an understanding and respect for people with different faiths.
- Encourage pupils to reflect upon their own natural beliefs.
- Help pupils to reflect upon their own patterns of belief and behaviour.
- Offer children a basic knowledge through exploring religious beliefs and practices with particular reference to Christianity and other major world religions.

Learning and teaching

RE is taught throughout school by a dedicated team of staff including the class teachers, HLTA or the RE co-ordinator. Not all work may be recorded formally in a book, such as discussions and drama, however artwork and written work is displayed in classes and around school.

Teaching and differentiation is met through quality first teaching by:

- using a variety of means of communication
- content
- resources
- tasks/activities
- learning experience
- outcomes
- teacher response, support and guidance
- classroom organisation

There is continuity and progression in the coverage and development of the study units from EYFS to Key Stage 1 & 2 which includes visits and visitors to help promote a deeper understanding. (Refer to Long Term Plan attached)

In accordance with the Agreed Syllabus the development of assessment and record keeping is being addressed in line with the assessment arrangements for the new curriculum across school.

Recording and Reporting

The school assesses the pupils' attainment against the Descriptions in the Agreed Syllabus and the National Curriculum statements. The Understanding Christianity assessment statements are used for this aspect of RE. These assessment components combine to provide an overall attainment, which is reported to parents at the end of each academic year. At All Saints', assessment results are also reported to the LA at the end of year 6.



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Statutory Requirements

Schools are required by the 1988 Education Reform Act (ERA) to provide Religious Education for all pupils aged 5-18.

The National Curriculum 2014 states:

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

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Withdrawal

Parents have the right to withdraw their children from all or part of Religious Education lessons. Any parent considering this action is encouraged to meet with the Head Teacher to discuss the matter and the alternative arrangements.



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Cycle A	EYFS		Key Stage 1			
			Year 1: Christianity, Sikhism		Year 2: Christianity, Islam,	
Autumn 1 Harvest	What does special mean to me?	<p>Why is the word 'God' so important to Christians? <i>(God)</i></p> <p>Why do Christians perform nativity plays at Christmas? <i>(incarnation)</i></p>	Can you tell what someone believes by what they look like?	<p>What do Christians Believe God is like? UC Unit 1:1</p> <ul style="list-style-type: none"> · Me as a believer · Prodigal son · What does God look like? · What does worship look like? · Why do Christian's have values? 	Can you tell what someone believes by what they look like?	<p>What does a Muslim look like?</p> <ul style="list-style-type: none"> · Where did Islam begin? · What does a Muslim believe? - Qu'ran, commandments. · Who is the Prophet Muhammed (PBUH)? · Where are Muslims now? · What does Worship look like?
Autumn 2 Christmas			How does what believers do show what they believe?	<p>Why does Christmas matter to Christians? UC Unit 1:3</p> <ul style="list-style-type: none"> · Nativity <p>What is the festival of Diwali? -How is it similar/different to Christmas?</p> <p>Autumn Assessment Due WC: 9th December 2019</p>	What is special to faith communities?	<p>Do all Churches look the same at Christmas?</p> <p>Autumn Assessment Due WC: 9th December 2019</p> <ul style="list-style-type: none"> - Nativity (performance)
Spring 1	What is special to us?	Why do Christians put a cross in an Easter garden? <i>(Salvation)</i>	Can you tell what someone believes by what they look like?	<p>What do Sikhs believe God is like?</p> <ul style="list-style-type: none"> · What is Sikhism? · How does a Sikh get their name? (NOT Christian) · What are their beliefs? · What does a Sikh look like? · What are their Values? · What does Worship look like for Sikhs? 	What is special to faith communities?	<p>What festivals/days are special to Muslims?</p> <p>What is the good new Jesus brings? UC Unit 1:4</p>
Spring 2 Easter Pentecost			How does what believers do show what they believe?	<p>Why is Vaisakhi important to Sikhs?</p> <ul style="list-style-type: none"> · What is Vaisakhi?- the story · How is it Celebrated? · Why do Sikhs celebrate Vaisakhi? · What other festivals do they celebrate? 	What is special to faith communities?	<p>Why does Easter matter to Christians? UC Unit 1:5</p> <ul style="list-style-type: none"> - - - - <p>Spring Term Assessment Due WC: 30th March 2020</p>



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				Spring Term Assessment Due WC: 30th March 2020		
Summer 1	How do we show what is special to us?	How can we care for our wonderful world? <i>(creation)</i>	What is special to faith communities?	Why are some objects special to believers? <ul style="list-style-type: none"> · What objects are special to Me? · What objects are special to Christians? · Why are they special? · What objects are special to Sikhs?- why? 	How does what believers do show what they believe?	Who made the world? UC Unit 1:2
Summer 2 Moving on				Reflection– What makes a good believer? What is the same /Different? Summer Term Assessment Due WC: 29th June 2020	How does what believers do show what they believe?	How do Muslims view the world? (focus on creation stories) Summer Term Assessment Due WC: 29th June 2020

Cycle B	Lower Key Stage 2 Christianity, Islam, Judaism (elements of Sikhism where appropriate)		Upper Key Stage 2 Christianity, Islam, Buddhism (Elements of Hinduism, Sikhism, Judaism,)	
Autumn 1 Harvest	What do different people believe about god?	What is it like to follow God? UC: People of God; Unit 2A.2 <ul style="list-style-type: none"> · Recognise that values, attitudes and commitments are often rooted in religious teachings and authority. · Reflect on what is special and significant in their own lives and/or realise that there are puzzling and difficult questions. · Show some understanding of values, attitudes and commitments in relation to stories and teachings, beliefs and practises. 	Why are there different beliefs about god?	What does it mean if God is Holy and Loving? <ul style="list-style-type: none"> · Understand the significance of key teachings and writings. · Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses
Autumn 2 Christmas	What do different people believe about god?	What is it like to follow Judaism? <i>Festival of Chanukah</i> <ul style="list-style-type: none"> · Respond to others identity and experiences. · Make connections between their own identity and experience of that of 		What does it mean to be a Buddhist? <ul style="list-style-type: none"> · Understand the significance of key teachings and writings. · Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses



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		<p>others.</p> <p><u>Autumn Assessment Due WC: 9th December 2019</u></p>		<p><u>Autumn Assessment Due WC: 9th December 2019</u></p>
Spring 1	How do faith communities demonstrate what is sacred?	<p>Why do Christians call the day Jesus died 'Good Friday'? UC Salvation unit 2A.5</p> <ul style="list-style-type: none"> · Talk or write about special places, days and objects and their significance to believers. · Use correct terminology when talking about special places, days, rituals and objects and key beliefs and teachings. 	Why are certain people, places and times sacred?	<p>What kind of king is Jesus?</p> <ul style="list-style-type: none"> · Understand and make connections between key teachings in religious and non-religious world views. · Discuss moral issues, giving reasons for their own views.
Spring 2 Easter Pentecost	How do faith communities demonstrate what is sacred?	<p>What is the most important festival to the Jewish Community?</p> <p>Talk or write about key teachings with increased depth. Identify the key details of some stories.</p> <p><u>Spring Term Assessment Due WC: 30th March 2020</u></p>		<p>Is any one belief superior to another?- discuss other world views</p> <ul style="list-style-type: none"> · Understand and make connections between key teachings in religious and non-religious world views. · Discuss moral issues, giving reasons for their own views. <p><u>Spring Term Assessment Due WC: 30th March 2020</u></p>
Summer 1	How do believers use symbolism to show their beliefs?	<p>What is the Trinity? UC: Incarnation; Unit 2A.3</p> <ul style="list-style-type: none"> · Respond to questions about meaning and purpose. <p>Formulate questions about meaning and purpose.</p>	Why do people need to express their beliefs?	<p>What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> · Formulate questions of meaning and purpose. · Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning.
Summer 2 Moving on	How do believers use symbolism to show their beliefs?	<p>Why are Jewish symbols important to their community?</p> <p>Explain why stories and symbols are significant to believers.</p> <ul style="list-style-type: none"> · Understand that symbolic meaning and significance can be expressed in a variety of ways. <p>To explain some ways that different religions can share common features.</p> <p><u>Summer Term Assessment Due WC: 29th June 2020</u></p>		<p>Creation and Science conflicting or complementary?</p> <ul style="list-style-type: none"> · Formulate questions of meaning and purpose. · Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. <p><u>Summer Term Assessment Due WC: 29th June 2020</u></p>