



Religious Education Policy

March 2021

Next review March 2023

(Unless there is a National change in policy for schools)

Introduction

Newdale Primary School and Nursery is a learning community, working in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another.

Newdale is a school full of "Doers, Believers and Achievers".



Newdale Primary School and Nursery A school of doers, believers and achievers Vision Statement 2020-21

Our community matters and our commitment to high expectations for all is at the core of everything we do

We are a learning community where...

Learning is a passion for children, staff, governors and parents alike and every success is celebrated
'We like weekly achievement assemblies because we share good work and sporting achievements'

Learning is exciting and engaging with school trips and visitors leading to life-long memories

A love of reading is developed from the very beginning of the learning journey

Children are given time to reflect on their ideas, use their initiative and develop independent learning skills

Embracing risk is encouraged in a stimulating, supportive environment where children are given the confidence to face setbacks with hope and resilience

'Values of the month are taught through our everyday learning'

All learners, families, and cultures - regardless of gender, ethnicity, faith, orientation or disability - are of equal value

Children learn the significance of equal opportunities, justice and human rights. They become increasingly aware of the significance of these principles to citizenship and democracy, preparing them for life in modern Britain

Children learn to feel safe, happy and supported in their learning and are shown how to maintain this including staying safe when online as well as understanding the importance of emotional health and well-being

'We are shown scenarios to learn from and ways to prevent being in danger online'

All children develop the self-confidence and courage to believe that they can and will succeed

Dreams and aspirations are harnessed and nurtured

All children experience excellent physical education, school sport and physical activity that can lead to life-long participation

'We take part in many sporting events to give lots of children the opportunity to take part'

Every child is given the opportunity to develop their interest and skills in a wide variety of the Arts including music, drama and visual arts
We like the themed days we have such as art day and specialists who come in to support our learning for the arts such as music'

At Newdale Primary School and Nursery, Religious Education (RE) makes a distinctive contribution to the school curriculum. RE develops learners' knowledge and understanding of and their ability to respond to, Christianity, other principal world religions and world views.

By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs and traditions and their influence on

individuals, societies, communities and cultures. Through RE we also encourage pupils to consider challenging questions of meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Links to the Relationship and Sex education curriculum

Here at Newdale Primary School and Nursery, Relationships and Sex Education (RSE) is mainly taught within the personal, social and health (PSHE) education curriculum. At our school, this is called the 'Life Learning' Curriculum. However, we recognise that many other subject areas also have a valuable contribution to play to the successful delivery of this curriculum.

Within RE, we support the RSE curriculum through mapping documents.

Please refer to the curriculum mapping documents included as part of the RSE curriculum policy.

Aims

RE 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 RE in our school are to enable children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and in particular of the faiths represented in our local community
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures from the local to the global
- Develop investigative and research skills to enable reasoned judgements about religious issues
- Enhance their own spiritual, moral, cultural and social development by:

- a) Reflecting on their own experiences and to develop a personal response to the fundamental questions of life , and how religious beliefs and practices can relate to them
 - b) Express their own personal viewpoints in a thoughtful, reasoned and considerate way
- Develop a positive attitude towards other people who hold religious beliefs different from their own, and towards living in a society of diverse religions and beliefs

Key Skills to be developed

We place emphasis on active and engaging learning in RE providing a rich and exciting range of opportunities to develop learning and thinking skills as an integral part of teaching and learning.

Personal learning and thinking skills	Key skills in Religious Education
<ul style="list-style-type: none"> • independent enquirers • creative thinkers • team workers • self-managers • effective participators • reflective learners. 	<p>identify questions and define enquiries, using a range of methods, media and resources</p> <p>carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints</p> <p>present findings, explore interpretations, express ideas and feelings and develop arguments</p> <p>use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own</p>

	and others' lives
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Attitudes to be developed

We aim to encourage and develop the key attitudes including:

Curiosity and wonder

Commitment

Fairness

Respect

Self- understanding

Open - mindedness

Critical mindedness

Enquiry

Approaches to the teaching of Religious Education

In order to make RE a lively, 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.

We use as a basis for our curriculum planning the Telford and Wrekin SACRE RE Scheme of Work. The Scheme of Work is outlined in the table on the next page.

Religious Education at Newdale 2020							
Year 1	Year 1	Year 2	Year 3	Year 3	Year 4	Year 5	Year 6
<p>Thinking about religion and belief Can I listen to religious, spiritual and moral stories and other forms of religious expression? Can I recognise and name features of religions and beliefs?</p> <p>Enquiring, investigating and interpreting Can I identify what I find interesting and puzzling in life? Can I recognise symbols and other forms of religious expression?</p>	<p>Places of Worship - Christian, Sikh and Muslim What are they called? What do they typically look like? What might be inside? What type of activity typically happen in them? Why are they important? What are the similarities and differences?</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>	<p>Festivals and gifts What are the key festivals in the Christian/Sikh and Muslim calendar? When are they? What do people do to celebrate them? What gifts are given and why?</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>	<p>Thinking about religion and belief Can I listen to the views and ideas of others? Can I reflect on significant experiences in my own and others' lives? Can I identify the impacts of beliefs and practices on people's lives? Can I identify similarities and differences between religions and beliefs? Can I use imagination to develop feelings such as love, wonder, forgiveness and sorrow? Enquiring, investigating and interpreting Can I investigate and connect features of religions and beliefs? Can I use technological equipment in the classroom to enhance my learning? Can I identify different books within the Bible? Can I make observations of religious items? Can I ask significant questions about religions and beliefs? Can I describe and suggest meanings for symbols and other forms of religious expression?</p>	<p>Signs, symbols and books What are the main signs and symbols and religious books in the Christian, Sikh, and Muslim faith? What do they mean and why are they important?</p> <p>Sikhism: Khanda and Kirpan focus</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>	<p>Clothing and food Investigate the different types of clothing people wear as part of the Christian, Sikh and Muslim faith. Why is it significant? What foods are significant as part of faith, festival and celebration?</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>	<p>Key people What are the similarities and differences between the rules and expectations of Christians, Sikhs and Muslims? What other key people play an important role in faith eg Clergy, Imam, Guru Nanak</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>	<p>Rules, expectations and journeys What are the key similarities and differences between the rules and expectations of Christians, Sikhs and Muslims? Explore the significance of important journeys in faiths eg Hajj - Pilgrimage to Mecca.</p> <p>Autumn: Sikhism Spring: Christianity Summer: Islam</p>
			<p>Thinking about religion and belief Can I think creatively to retell religious, spiritual and moral stories? Can I identify how religion and belief is expressed in different ways?</p>				

<p>Can I identify similarities and differences in features of religions and beliefs?</p> <p>Enquiring, investigating and interpreting Can I recognise that some questions about life are difficult to answer? Can I ask questions about my own and others' feelings and experiences? Can I question people of different faiths? Can I identify possible meanings for symbols and other forms of religious expression?</p>		<p>Can I see the world through the eyes of others and see issues from their point of view? Can I locate different books within the Bible? Enquiring, investigating and interpreting Can I make appropriate use of internet sources to investigate, analyse and evaluate aspects of religious beliefs and practices? Can I use technological equipment in the classroom to enhance my learning? Can I use my own experiences and those of others within my learning in order to explain similarities and differences? Can I recognise and explain diversity within religious expression, using appropriate concepts?</p>				
		<p>Year 6 Thinking about religion and belief Can I use religious and philosophical terminology and concepts to explain religions, beliefs and value systems? Can I see the world through the eyes of others and see issues from their point of view? Can I show empathy and critical awareness towards people of different faiths or with different beliefs? Can I explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures? Can I communicate ideas with depth and precision? Can I demonstrate perseverance in my learning in RE especially when faced with challenging concepts and ideas? Enquiring, investigating and interpreting Can I make appropriate use of internet sources to investigate, analyse and evaluate aspects of religious beliefs and practices? Can I use technological equipment in the classroom to enhance my learning? Can I distinguish between opinion, belief and fact? Can I debate issues of religious significance? Can I identify the influences on, and distinguish between, different viewpoints within religions and beliefs?</p>				

In accordance with 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. The children will also be introduced to aspects of Hinduism and Humanism.

All the core beliefs will be covered across KS1 and 2.

Telford and Wrekin SACRE RE Scheme of Work - 4 units per year group. Teaching sequence to be flexible, and none of this to be required - just supportive, practical guidance.

Year Group	Unit A	Unit B	Unit C	Unit D
Y R	RE through play: a flexible ideas unit (many religions) Opportunities in the EVFS curriculum	Who celebrates what and how? (Wedding, birthday, welcoming a new baby) All year groups	Festivals: how are they celebrated? (Christmas, Eid, Passover, Divali) All year groups Year 2 focus Year 4- Passover (food link) Whole School Assemblies	Myself: Who am I? All children given opportunities to share their own opinions/beliefs/traditions.
Y1	Creation + Thanksgiving: How do we say 'thank you' for a beautiful world? (Jews and Christians)	Special stories: what can we learn? (Christians and Muslims) All year groups Whole School Assemblies	I wonder... Questions that Puzzle Us All year groups- children have opportunities to ask questions.	Finding out about Christian Churches Year 1 KS2 regular church visits arranged by local vicars

	Whole School Assemblies/class assemblies			
Y2	Respect for everyone: what does that mean? British Values Week Whole School Assemblies Daily classroom practice Weekly RE lessons	Symbols of belonging: what can we learn? (Hindu, Muslim, Christian) Year 3 (as well as Sikhism)	Holy words: Why do religious people love their scriptures? All year groups Year 3: The Bible	Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin All year groups will focus on one aspect of Islam
Y3	Divali: How and why is the festival celebrated and what does it mean? Whole School Assemblies/class assemblies Year 2	Living in Harmony: Stories to show we care Class/Whole School Assemblies Opportunities in each year group through RE offer	Leaders and followers in Family Life (Jewish and Christian) Year 5 (Christianity/ Islam/Sikhism)	Is life like a journey? (Christian, Muslim, Hindu) Year 6 - journeys (including Sikhism)
Y4	What can we learn from visiting sacred places? (Any two faiths) All year groups visit places of worship/or recreate them in classrooms e.g. a Gurdwara. Y1 focus on religious places of worship	Does a beautiful world mean there is a wonderful God? (Christian, non-religious) Class Assemblies	Why do some people think Jesus is inspiring? Year 5 - key individuals Address when covering 'Christianity' in Spring term	Keeping the 5 Pillars of Islam today Year 3 and 4
Y5	Temptation: What can we learn from Muslims and Christians? Year 5- Summer term reflection	Prayer: asking questions, and seeking answers. KS2 year groups	Values: What can we learn from Christians and Humanists? All children will cover the following question instead:	Christian Aid and Islamic Relief: Can they change the world? Whole School Assemblies/class assemblies based on religious charities

			What can we learn from Christians, Sikhs and Muslims? Children have the opportunity to express their own belief, secular or non-secular.	
Y6	Religion + the individual: Exploring commitment. Year 5 as part of their study on key individuals	Words of Wisdom from Sikhs, Muslims and Christians Covered across the RE curriculum	Expressing spiritual ideas and beliefs about God through the arts (Christian). All year groups art reflection in the summer term at the end of the final RE unit to reflect on their learning.	What will make our community more respectful? (Many religions + beliefs) British Values British Values Week RE Reflections in Y4

Religious Education has six areas of enquiry:

- Beliefs, Teachings, Sources of Wisdom and Authority
- Ways of Living
- Ways of Expressing Meaning
- Questions of Identity, Diversity and Belonging
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

For Year Group specific objectives, please see individual Year Group assessment sheets.

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

Teaching and Learning

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.

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.

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.

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.

Curriculum Planning in Religious Education

We plan our RE curriculum in accordance with the LEA's Agreed Syllabus and have adapted the Scheme of work from the Leicester SACRE agreed syllabus titled "Religious Literacy for All" as the basis for our curriculum planning. From November 2017, we have been following the new LA Scheme of Work which also has amended links to Blooms Taxonomy questions. For the year 2020-2021, we revised the curriculum again with curriculum intentions. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. An example of this can be seen below:

Logical Progression Links to Enhance Long Term Memory (learning)		Share home festivals through Home Stories, photos- children sharing these
A child in Reception will...		<p>...know:</p> <ul style="list-style-type: none"> • The main characters in the Christmas story, listen to Rama and Sita story and Easter story. • Some families may go to church or temple • ...be able to: <ul style="list-style-type: none"> • Join with family customs and routines. Begin to talk about similarities and differences between festivals, share photos such as attending church as a family for Easter • Talk about what your family do at <u>...</u>Christmas, Easter etc, traditions • Join in with a Christmas performance
Key Vocabulary		Key assessment of learning questions
Christmas, Easter, Jesus, Mary, Joseph, Gabriel, shepherds, Diwali (Rama Sita), celebrate, festivals, believe, vicar, pray	Church king	<p>What festivals do you celebrate and how? Children join in with all about festivals and celebrations and talk about them</p> <p>What might you see in a church?</p> <p>Can you tell me what is the same/ different about Christmas/Easter in your <u>house</u> How do you celebrate?</p>

We carry out the curriculum planning in RE in two phases. The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach RE topics in conjunction with our cross curricular approach to teaching and learning.

Our medium-term plans give details of each unit of work for each term. The plans list specific objectives and expected outcomes and outline creative learning opportunities.

Response to COVID 19 Curriculum 'Catch up'

After the first National Lockdown from March to June 2020 as a result of COVID 19, Teachers worked together to plot out anything from the RE curriculum that may have been missed from the Summer term. This information was plotted into a transition information table which was then passed onto the member of staff receiving that class in the Autumn term. This meant that the new member of staff could plot introduction sessions to Religious Education lessons around the previous years' missed learning and still focus the main section of each lesson on age-appropriate content. Staff CPD delivered in the Autumn term by the RE Coordinator reminded staff of this expectation with the need to 'catch up' on missed learning as soon as possible whilst still focussing on current curriculum content and expectations. Excellent examples of reflections were shared and staff immediately incorporated these into future planning and this was evident in the end of Autumn term book look and pupil voice.

As a result of the next National Lockdown from January to March 2021, staff worked tirelessly to ensure their online learning offer mirrored that of the provision offered to those in school (Key worker children, those with an Education, Health Care Plan and vulnerable children). This blended learning approach meant that curriculum content and deliverance stayed the same regardless of whether children were learning on or off site. Therefore, there was no 'missed learning' or 'catch up' needed. Staff continuously monitored their curriculum delivery and coverage and ensured there was evidence of online Religious Learning lessons and activities for the RE Coordinator to monitor by end of the Spring Term (February).

Foundation Stage

We teach RE to all children in the school, including those in the reception class. 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 and creative development. In our reception class, religious education is an integral part of the topic work covered during the year.

From September 2020, Newdale agreed to be an 'Early Adopter' of the new EYFS Curriculum Reform. The RE coordinator led a staff meeting in the Autumn Term of 2020 to inform Teaching staff how some of the Early Learning goals have been renamed. This includes 'Understanding the World' where there is a newly named Early Learning Goal entitled 'People, Culture and Communities'.

The contribution of RE to the wider curriculum

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy learning have religious themes or content, which encourages discussion, story-telling and drama and this is RE's way of promoting the skills of speaking and listening.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and Laptops or Ipads. They also use ICT to review, modify and evaluate their work and to improve its presentation.

PSHE, Citizenship, and Community Cohesion (Now named 'Life Learning')

Through our RE lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. Thus, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

Spiritual, Moral, Social and Cultural Development

Through RE in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment for Learning

In line with the school policy on assessment and monitoring, a range of methods are used. The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work.

We assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the end of unit expectations.

We also use Pupil voice to monitor the subject, with the RE Coordinator selecting groups of children from each year groups to talk about their books and sequence of learning within lessons.

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For Year Group specific objectives, please see individual Year Group assessment sheets.

Learning Resources

We have sufficient resources in our school to be able to teach all our RE units. We keep resources for RE in a central location where there is a box of resources for each unit of work. There is a selection of religious artefacts which we use to enrich learning in RE. Additional materials and artefacts are available from Shropshire Schools Multicultural Development Service. Each class has access to a range of books full of religious stories. Within school, there is also a full class set of Bibles, which can be used to enhance learning and familiarity with the religious book.

Subject Monitoring and Review

The RE subject leader and link governor is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. She is also responsible for supporting colleagues in the teaching of RE for being informed about current developments in the subject, and for providing direction for the subject in the school. Monitoring is carried out in the Summer Term.

Areas for Development:

- To arrange trips to places of worship/re-creating the experiences places of worship in classrooms.
- To ensure new RE units are being covered throughout the year as detailed on year group progression map.
- To display visual content of year group RE curriculum in each classroom/ or ensure RE starters are used to recap prior learning.