



## Religious Education Policy

### Rationale

At Allerton C of E Primary School, religious education is taught in accordance with the Leeds Agreed Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. The purpose of religious education is to enable children to learn about religions and to learn from religion.

### Religious education in a church school context

In recognition of our distinctive context, religious education has a high profile, we emphasise:

- a wide range of Christian resources including artefacts,
- a close link with the local church family,
- a Christian ethos which permeates the whole curriculum, but finds particular emphasis in this subject,
- the Christian foundation of the school.

### The Curriculum aims

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

#### A. Investigate the beliefs and practices of religions and other world views, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and spirituality:** how individuals and communities express belief, commitment and emotion.

#### B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

1. **The nature of religion and belief** and its key concepts;
2. **Ultimate questions** of belonging, meaning, purpose and truth.

#### C. Investigate how religions and other world views influence morality, identity and diversity, including:

1. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
2. **Identity and diversity:** diversity among and within religions and other world views; individual and community responses to difference and shared human values.

### Planning

Planning has been revised recently in line with the Leeds Agreed Syllabus 2015. All year groups will now be following the MTP's from the RE Resources Hub (Kirklees).

To fulfil these aims, each unit of teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal

questions of meaning and to engage with the profound issues and contemporary questions that face our communities now and in the future.

The curriculum will include systematic teaching of Christianity, Islam and a non-religious approach (e.g. humanism) throughout all key stages, extending to Judaism and Sikhism in KS2.

### Learning and Teaching

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, philosophy, discussion, the development of critical thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

ICT is a large part of our curriculum, with children using iPads, digital cameras and making films using the video cameras or iPads.

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 to the school. We actively encourage parents or relatives of the pupils to come in to school to share their faith with pupils.

### Objectives

#### Foundation Stage Objectives

Year Group/ Unit	F1	F2	F3	F4	F5
EYFS	Where do we live and who lives there?	How do Christians celebrate Christmas?	What makes a good helper?	What can we see in our wonderful world?	Who and what are special to us?

#### Objectives for KS1 and KS2

Year Group	A. Beliefs and practices of religions and other world views	B. Questions of meaning, purpose and value	C. Questions of morality, identity and diversity
Y1	1.1 Why are stories important? 1.2 Why do we celebrate special occasions?	1.3 What does it mean to belong to a church or a mosque?	1.4 Why do we care about people?
Y2	2.1 How do Christians and Muslims celebrate new life? 2.2 How can we make good choices?	2.3 How and why do people pray?	2.4 How can we look after our planet?
Y3	3.1 What does it mean to be a Jew? 3.2 Who can inspire us?	3.3 How are beliefs expressed through arts?	3.4 What do Christians believe about a good life?
Y4	4.1 How are important events remembered in ceremonies? 4.2 What words of wisdom can guide us?	4.3 What do creation stories tell us about our world?	4.4 What faiths make up our community?

Y5	5.1 Why are some places and journeys special? 5.2 What do we know about Islam?	5.3 Should we forgive others?	5.4 What matters most to believers?
Y6	6.1 What does it mean to be a Sikh? 6.2 How do Christians express their beliefs?	6.3 What is compassion?	6.4 How does growing up bring responsibilities and commitments?

For 2015-2016 Year 5 and 6 will be taught the Year 6 syllabus and in 2016-2015 the Year 5 and 6 will both be taught the Year 5 syllabus. This is due to a year 5/6 split class and ensures that children will receive coverage of the entire curriculum.

### **Assessment**

'Assessment for Learning' strategies are used throughout lessons and opportunities are given for children to self-evaluate and plan for improvements.

It is expected that each teacher will be responsible for the regular assessment of their pupils through marking work set and formative assessment. Three times a year each pupil will complete an agreed key assessment task that will form part of his or her work done in RE. The class teacher will record the level or STEP achieved by each pupil. The level/STEP achieved will be used by the co-ordinator to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The co-ordinator will monitor RE within the school through analysis of this assessment data and use of pupil discussions. Pupil discussions will form the part of a whole school evidence trail on agreed questions.

See the Early Learning Goals in 'Development Matters' for the end of year statements for the Foundation Stage.

See below for the end of Key Stage Statements for KS1 and KS2.

## ASSESSMENT AND END OF KEY STAGE STATEMENTS

End of key stage statements are adapted from the *RE Curriculum Framework 2013*. These have been formatted to indicate clearly the progression of skills (**emboldened and underlined**) and main areas of *content* (*emboldened in italics*). In this table the statements are organised on to a single page for each key stage.

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS1</b>	<p><b>Beliefs and authority</b>  <u>Retell and suggest meanings</u> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p><b>Worship and spirituality</b>  <u>Recall and name</u> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them.  <u>Recognise</u> some different ways that people <i>express beliefs and values</i>, <u>appreciating some similarities</u> between communities.</p>	<p><b>The nature of religion and belief</b>  <u>Notice and respond sensitively</u> to some <i>similarities between different religions and other world views</i> in their approach to questions of beliefs and meaning.</p> <p><b>Ultimate questions</b>  <u>Explore questions about belonging, meaning and truth</u> so that they can <u>express their own ideas</u> and opinions in response using words, music, art or poetry.</p>	<p><b>Moral decisions</b>  <u>Find out about questions of right and wrong</u> and <u>begin to express their ideas</u> and opinions in response.</p> <p><b>Identity and diversity</b>  <u>Find out about and respond</u> with ideas and <i>examples of co-operation</i> between people who are different.</p>

Aim	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
<b>KS2</b>	<p><b>Beliefs and authority</b>  <u>Describe and understand</u> links between stories and other aspects of the communities they are investigating, <u>responding thoughtfully</u> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p><b>Worship and spirituality</b>  <u>Describe and make connections</u> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <u>reflect on their significance</u>. <u>Explore and describe</u> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p>	<p><b>The nature of religion and belief</b>  <u>Observe and understand</u> varied <i>examples of religions and other world views</i> so that they can <u>explain, with reasons</u>, their meanings and significance.</p> <p><b>Ultimate questions</b>  <u>Discuss and present thoughtfully</u> their own and others' views on <i>challenging questions about belonging, meaning, purpose and truth</i>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><b>Moral decisions</b>  <u>Discuss and apply</u> how <i>beliefs and values</i> may affect choices, ideas about <i>what is right and wrong and what is just and fair</i>, <u>reflecting on their own answers</u> to these questions.</p> <p><b>Identity and diversity</b>  <u>Consider and apply ideas</u> about ways in which <i>diverse communities can live together</i> for the well-being of all, <u>responding thoughtfully</u> to ideas about community, values and respect.</p>

## November 2016

This Policy has been drawn up and written by the RE subject co-ordinator. The policy has been formulated through consultation with pupils through the School Council, with parents through PTA and newsletters and staff through staff meetings. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Alison Mason

Date: Annually